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AUTHOR	Roberts, W. Glyn; Whyte, Harold R.
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ABSTRACT

Two educational field development projects of the Alberta Human Resources Research Council are described in this report. The first section of the report contains the basic documentation of SEARCH, the second section documents AIDE, and the third section lists outcomes, observations, and recommendations developed from these projects. The overall purpose of Project SEARCH was to develop ways and means of increasing educational opportunities and improving educational programs for rural youth of high school age. The general purpose of Project AIDE was to assist educators in improving their skills and mechanisms for managing change and to facilitate the development of more adequate change managing models. Recommendations and observations were based on the experiences of the observers, who were also participants. Major recommendations include that personnel responsible for the management of a project should be concentrated in 1 locale, that definition of roles and responsibilities should be formulated in the planning phase, that adequate provision must be made for the acquisition of skills and information, that those persons who are to assume primary responsibility should be heavily involved in all planning activity, that all capital resources be allocated at the time the plans for the project are approved, and that plans should include provision for monitoring, documentation, and evaluation. (PS)

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SEARCH and AIDE

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A REPORT OF TWO FIELD ORIENTED PROJECTS

CONDUCTED BY THE

ALBERTA HUMAN RESOURCES RESEARCH COUNCIL

W. Glyn Roberts

Harold R. Whyte

Calgary, Alberta

August, 1972

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ACKNOWLEDGEMENTS

In view of the fact that over one hundred and fifty persons were associated with Projects SEARCH and AIDE to varying degrees and in a variety of roles makes specific acknowledgements impossible. However, there are some contributions that must be noted.

The initiative displayed by the leadership team of the Alberta Human Resources Research Council in setting up the Projects must be recorded. In addition, the continued support of this group enabled the undertakings to go forward when conditions were far from ideal. Their commitment to an idea was enduring and indispensable.

The willingness of the many persons in the field, both lay and professional, to participate must be applauded. Without their participation, the Projects would not have been. The final outcomes of the endeavors have clearly established in my mind that students, teachers, parents, administrators and trustees can work together to effect educational improvements. This has been made abundantly clear because so many individuals in the field were willing to invest their time and energy. It is sincerely hoped that those who participated in and contributed to the Projects realize the significance of their involvement.

The dedication and performance of all individuals who served in administrative, research, consultative and secretarial roles must be commended. They endured and overcame numerous frustrations and difficulties. Without the dedication and expertise displayed by these persons on numerous occasions, it is very probable that SEARCH and AIDE would have transpired long before the closure of HRRC.

W. Glyn Roberts
Project Head.

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This report, the story of two of the educational field development projects of the Alberta Human Resources Research Council, is broken into three sections. The first section is the basic documentation of SEARCH, the second section is the documentation of AIDE, and the third section gives outcomes, observations, and recommendations developed from these projects and the authors' experiences with other similar activities.

SECTION I

PROJECT SEARCH

Chapter I

Genesis and Intent

The Alberta Human Resources Research Council (hereinafter referred to as HRRC) was specifically charged in its mandate to undertake, among other things, educational research and development. In particular, HRRC was "to establish directly or to assist in the establishment of developmental studies in the field of education."[1] In light of this charge, HRRC, very early in its history, undertook an examination of possible areas within the educational arena in which it could undertake developmental studies.

Dr. L. W. Downey had conducted a study of the small high schools in Alberta, and this work,[2] along with other studies,[3] influenced the planners within HRRC to focus the initial HRRC field development on the small high school in rural Alberta. The main area of concern was the "opportunity gap" that seemed to exist between urban and rural areas, and examining possible methods whereby this gap could be closed. The original conception, therefore, for SEARCH[4] (conceived as Project 501) was to field test

a number of innovations which aimed at improving the educational opportunities of students attending small high schools. The innovations were to include self-instructional systems and certain innovations embodied in the multi-campus high school concept. It was hoped to refine and modify these innovations to meet local circumstances, with a view to recommending their ultimate adoption.

There was further concern expressed about the impact of centralization and consolidation on the effectiveness of communication between the school and the community. The first effort, therefore, became a development study of schools and communities, focusing on the high school, in rural Alberta.

The approach to this project[5] was based on an assumption that centralization, whatever the desirability, might be impractical in many rural areas of Alberta. The design, therefore, was to consider any innovation that might hold promise for improving the educational opportunities and programs available to rural youth of high school age. The design also was based on the assumption that those involved in and affected by any change in educational programs must play a central role in deciding upon changes to be made in the program. In spite of this assumption, the design also took into account the possible benefits of utilizing outsiders in initiating and facilitating the change process. That is, it was speculated that the community decision makers might require outside assistance and information in their attempts to make improvements at the local level of operation. One last assumption influencing the design of the project was that educational opportunities and programs must be considered as existing both within and outside of

the formal school system. That is, that external resources should be integrated and coordinated with those resources normally available in support of the formal programs of the school.

In light of expressed concerns shown for the small school and based on the stated assumptions, the following objectives were developed for the project:[6]

OBJECTIVE NO. 1: To develop procedures for increasing the capacity of rural communities to expand the educational opportunities available to, and improve the educational programs provided for, rural youths of high school age.

OBJECTIVE NO. 2: To increase the number of viable program alternatives readily available to Alberta's youth by field testing in an Alberta setting one or more innovations designed to improve educational opportunities for rural youths of high school age.

OBJECTIVE NO. 3: To increase the educational opportunities and improve the educational program available to the youths of high school age in the cooperating communities.

OBJECTIVE NO. 4: To disseminate the results of Project 501 to interested persons and groups in Alberta and beyond.

These objectives were closely related to the overall purpose of the project to develop ways and means of increasing educational opportunities and improving educational programs for rural youth of high school age.

The designers of the project, in considering the overall purpose and the first three general objectives, developed the following statements of expected outcomes:[7]

1. Related to Objective No. 1

In order to meet this objective, the schools and communities participating in the project must assume several of the characteristics of "self-renewing systems." Self-renewing systems are sufficiently flexible and skillful so that they can adapt to their changing environments and to internally generate forces with a minimum of assistance from outside sources. A self-renewing system provides " . . . a framework within which continuous innovations, renewal and rebirth can occur."[8]

Expected Outcome No. 1. It is expected that one outcome

of this project will be a significant increase in the number of school and community members, who participated in the program, who have achieved and/or strengthened the following problem-solving skills, inter-personal skills of relating, and skills of inner-personal learning.

(a) Problem-solving skills: analyzing, diagnosing, studying and selecting alternatives, developing and carrying out plans for implementing, evaluating results, adapting, modifying, and disseminating.

(b) Interpersonal skills of relating: communicating, identifying and coping with barrier to interaction, develop-in interdependence, helping others, and receiving help from others.

(c) Skills of inner-personal learning: integrating self-confrontations on a conscious level.

Expected Outcome No. 2. It is expected that another outcome of this project will be an improvement in the operational skills of the community and school groups and task forces involved in the project. These skills include:

(a) The problem-solving skills listed under "Expected Outcome No. 1" will become significantly more evident in the operation of the participating groups.

(b) The group process skills of initiating, regulating, informing, supporting, and evaluating should show a marked improvement.

(c) It is expected that the community and/or schools involved will establish mechanisms of self-renewal which are superior to those they had previous to the project's initiation. These will include mechanisms for:

i. Sensing unmet needs and changing social situations that could affect education.

ii. Screening the multitude of possible alternatives and establishing priorities.

iii. Diagnosing manifest problems and situations and attempting to locate the causes.

iv. Inventing or searching for possible solutions to the problems diagnosed.

v. Weighing and comparing the potentially viable solutions or innovations.

vi. Deciding on the solutions or innovations.

vii. Introducing the selected innovation into practice.

viii. Operating the innovation as a normal part of the system.

ix. Evaluating the effectiveness of the innovation in accordance with the objectives for its selection.

x. Revising the practice to correct weaknesses found during the evaluation.

2. Related to Objective No. 2

Expected Outcome No. 3. The third expected outcome of this is that there will be a significantly greater variety of educational programs available to the high school students in the participating communities at the conclusion of the program than there was prior to its initiation.

Expected Outcome No. 4. It is expected that most of the innovations adopted during this project will improve the educational program (in terms of the objectives selected) for the high school students in the participating communities.

Expected Outcome No. 5. It is expected that the interest in, and attitudes toward, the secondary education program in the participating communities will improve significantly during the life of the project. This improvement will be evidenced through:

i. a more positive attitude on the part of teachers, students and community members toward the educational program;

ii. a belief on the part of students that the educational program is more relevant to their needs;

iii. a belief on the part of community members that the educational program is more relevant to the needs of the community;

iv. a greater feeling of involvement in educational decision-making on the part of community members;

v. a greater interest in the educational program on the part of teachers, plus a greater commitment of teachers to the educational program;

vi. a more positive attitude on the part of teachers toward increased community involvement in educational decision-making.

Unanticipated Outcomes

There will undoubtedly be several unanticipated outcomes of the project. It is anticipated that these will become manifest as the project proceeds.

The focus of SEARCH changed from the field testing of selected innovations to that of providing for a broader spectrum of developmental activities at the local level. This change is evident when one reads the synopsis of the project as given to the Alberta Legislature in the spring of 1970. In discussing the project it stated:

> School task forces and community task forces have been established in the two communities (Bentley and Eckville) to assume responsibility for assessing ways of improving programs, and increasing the educational opportunities available to their youth.[9]

In summary, it can be stated that the intent of the project changed from field testing of innovations to a "self-help" developmental project in which the participating communities would select and implement various innovations. The project staff would provide needed training and assistance in skill development, as well as acting as facilitators in the change process.

Chapter II

Site Selection, Setting, Field Initiation

Site Selection

When the project was given approval to proceed in March, 1969, the Ad Hoc Advisory Task Force[10] suggested that the County of Lacombe be approached with regards to having SEARCH conducted within the County. The reasons for selecting the County of Lacombe were: (1) it was assumed to be typically rural; (2) it had a number of small high schools; and (3) it was equally accessible from either Calgary or Edmonton, the centers in which possible project staff members were most likely to be located.

In the spring of 1969, Dr. G. McIntosh and Mr. J. Hudson of HRRC met with the County of Lacombe School Committee to explore the possibility of introducing SEARCH to some of the County schools. The County gave its permission to approach the administrators of the schools, and this was done. The choice was narrowed, and the high schools in Bentley and Eckville (because of their proximity to each other) were selected and contacted. Interest in the concept of SEARCH was shown; hence, HRRC negotiated an agreement with the County to conduct SEARCH in the communities of Bentley and Eckville. The initial agreement called for HRRC to provide consultant, financial, and research assistance while the County agreed to support the efforts of the local task forces in undertaking new practices and to give financial support in form of teacher release time to participate in the project.

Setting[11]

The County of Lacombe is a predominantly agricultural area with approximately 70 per cent of the labor force engaged in agricultural activities. The agricultural enterprises center around livestock raising and grain farming. The farms appear to be well equipped and with little evidence of under capitalization. The population statistics indicate an almost static situation. Changes in farm technology, however, have had some impact on the situation. There appears to be a tendency for the elimination of medium-sized farms in favor of larger farms where economy of scale may be obtained, or into smaller parcels where more intensive farming may be carried out, or where the owner combines farming with another occupation.

The town of Eckville and the village of Bentley are both basically farm service centers. The population in each is approximately 625 and has remained static over the three-year life of the project. As the project was basically oriented around the junior-senior high schools in the two centers, Table 1 indicates school populations at the start and finish of the project.

Table 1

School Enrolment - Grades 7-12

School	1969	1971
Bentley	229	222
Eckville	212	222

Field Initiation

When the County of Lacombe agreed to have SEARCH undertaken in Bentley and Eckville, HRRC planners operationalized a schema that had been developed earlier to provide baseline data and initiate field activities. Figures 1, 2, and 3 indicate the timing and activities of the original three planned phases of the project.

The baseline data was to be prepared under the direction of Dr. D. A. MacKay of the University of Alberta. Dr. MacKay was charged with the responsibility of undertaking a number of baseline studies whose purposes were:

1. To provide data which would indicate the status of the participating schools and communities.
2. To provide data which would guide the field operations of Project SEARCH.
3. To supply information which could be used in an evaluation scheme for Project SEARCH.

The variables which were taken into account included community decision-making structures; community attitudes towards the school, the teaching staff, and educational change; the sociopsychological structures of the school; pupil attitudes, aptitudes, and achievement; the school program, plant, and facilities; and the cost structure of the schools' programs.

In addition to his baseline studies commission, Dr. MacKay was also requested to undertake a literature search of innovations which had been introduced in other areas and which appeared to offer some promise of improving and increasing educational programs and opportunities in rural Alberta.

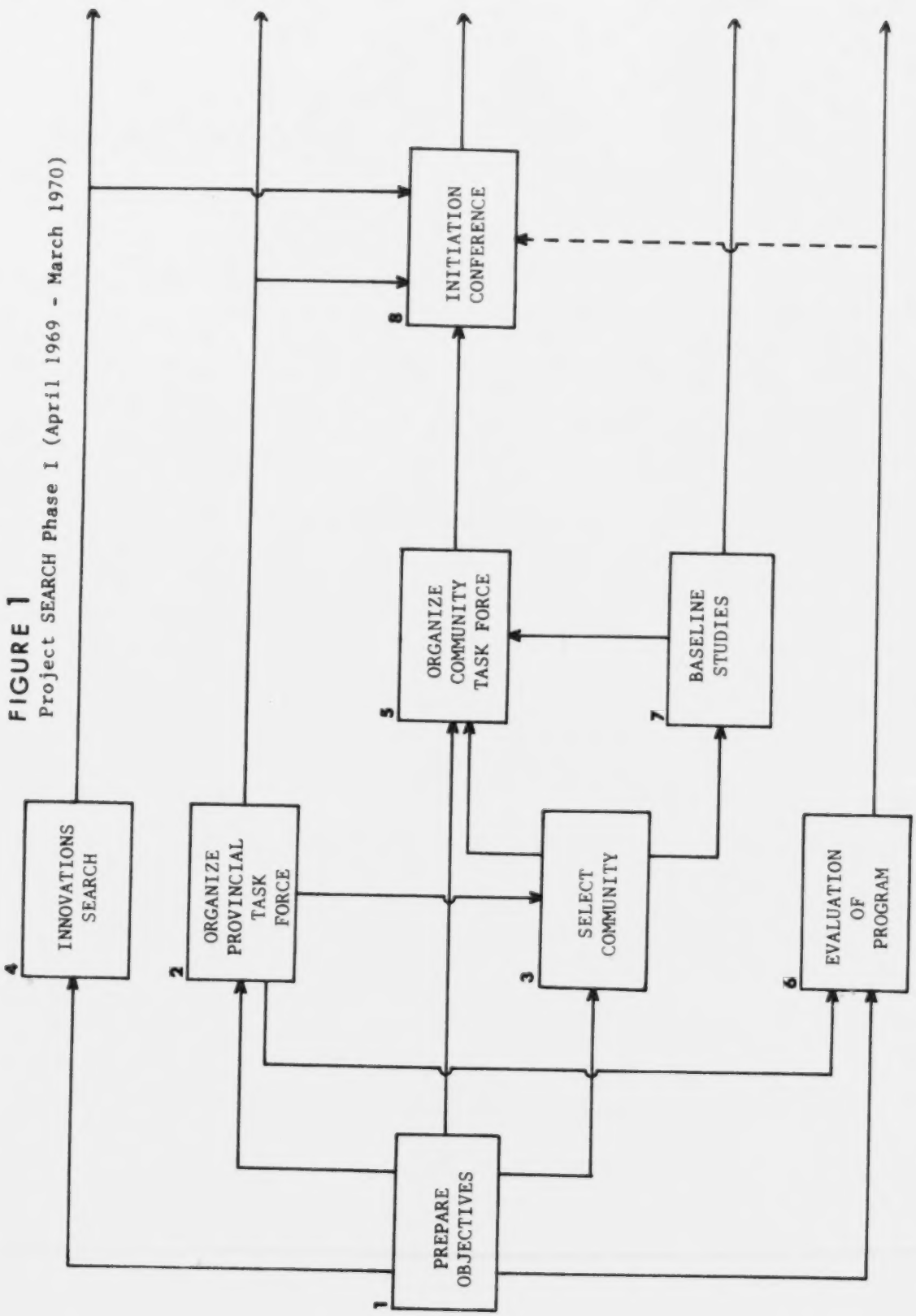


FIGURE 1
Project SEARCH Phase I (April 1969 - March 1970)

FIGURE 2

Project SEARCH Phase II (April 1970 - December 1970)

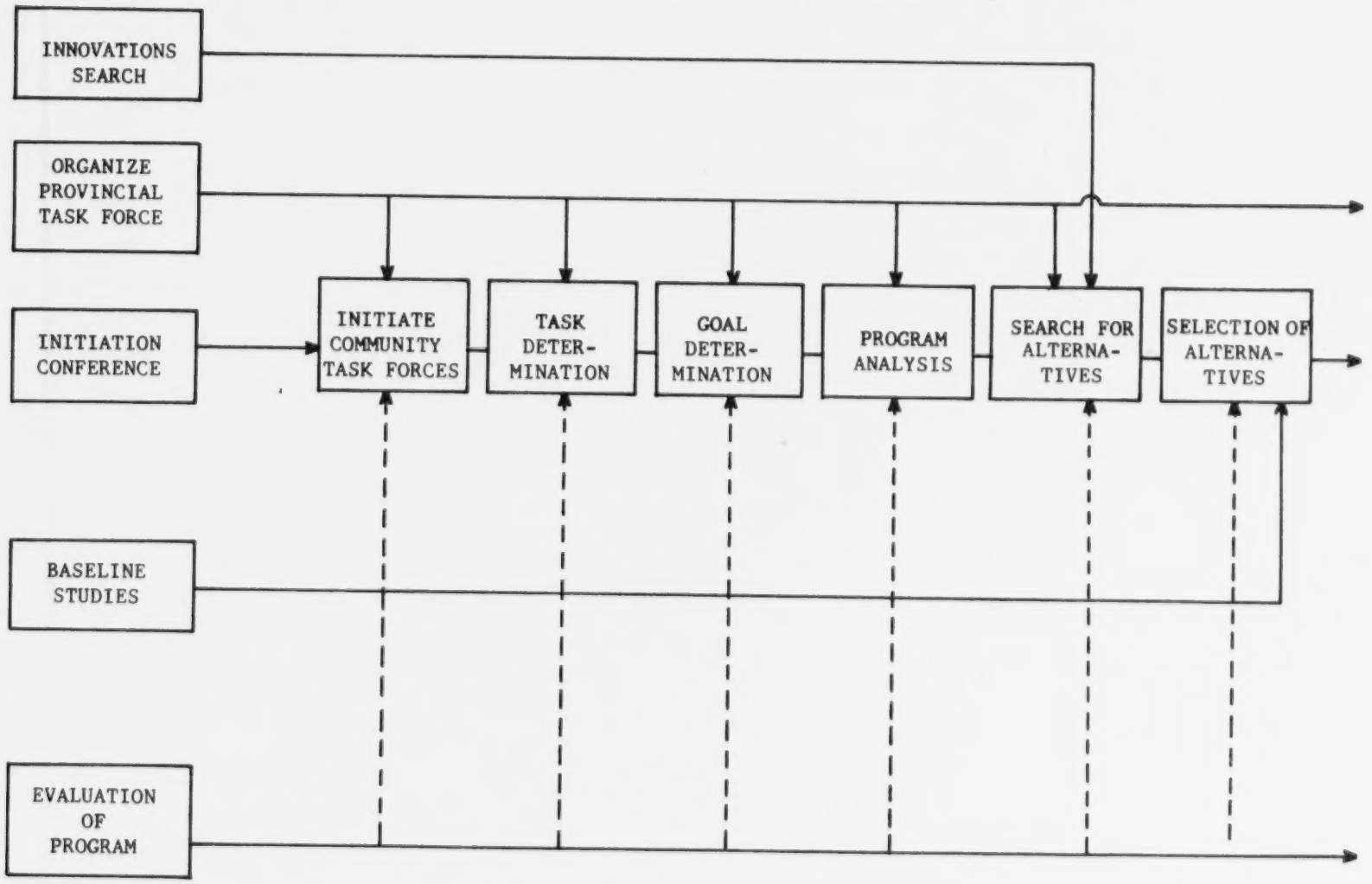
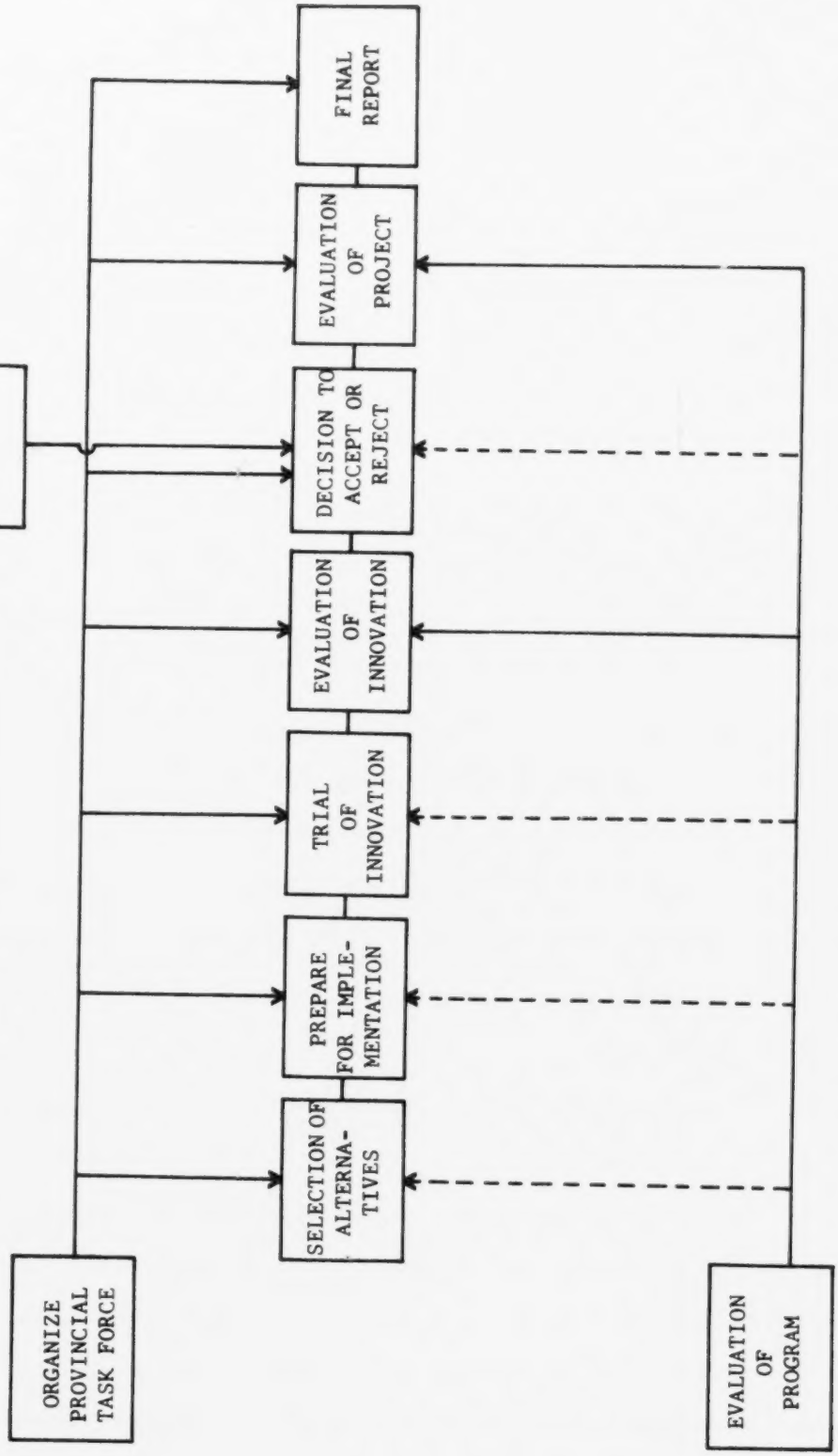


FIGURE 3

Project SEARCH Phase III (January 1971 - June 1972)



The study resulted in a document of some 414 pages and was completed in March of 1970.[12] It was originally anticipated that it would be completed by November, 1969. During the spring and fall of 1970 the document was released, in sections, to the participating groups for study and reaction. The value of the study was somewhat lessened because of the high staff turnover in the two schools the year after the baseline data were collected. Before the study was completed this information was, in large measure, obsolete.

The Provincial Task Force (PTF) was established in July of 1969. This group, consisting of full-time HRRC staff and staff associates (personnel, usually from universities, working part-time for HRRC) assigned to Project SEARCH, was charged with the responsibility of setting project policy and developing operational plans. The PTF met on four occasions between July and November, 1969. By November it had become apparent that the Provincial Task Force was not viable and it was disbanded. This decision was based primarily on the PTF's apparent inability to satisfy the need to maintain constant communication and the need to have a high degree of flexibility in conducting the field operations.

The policy making function of the PTF was assigned to the Coordinator of Education Studies of HRRC who was to function in consultation with the project staff. The responsibility for the development of plans and strategies was assigned to the project staff. This new structure contributed to an increase in information flow and provided, to some extent, the flexibility required to deal with ongoing field operations.

However, the PTF played a vital role during the period when the

project was introduced to the field. At its August meeting preliminary data from the baseline studies was discussed, with the result that new strategy was developed for initiating field activities. The original plans called for the establishment of a single school-community task force in each village. However, because of evidence which suggested some weaknesses in school-community relationships it was decided that two task forces -- a school task force and a community task force -- be established in each participating area and, further, that the first efforts be directed towards the establishment of the school task forces.

The PTF also formulated recommendations regarding the terms of reference and membership for the task forces, and directed the field staff to impart the recommendations in a manner which was suggestive only. That is, the task forces were to feel free to adopt the recommendations in total, modify them, or reject them and develop their own.

Initial visits to the schools, the first since the early spring, occurred in September. It very quickly became apparent that because of high turnover neither of the staffs was familiar with the project. The project staff, therefore, developed an orientation program that was presented to the school staffs and to the central office administration and school committee as well. At both schools the orientation program resulted in additional meetings at which possible "role definition" for the School Task Force (STF) was discussed. The staffs were particularly interested in matters related to the expectations held for them, the degree of support to be given, and the degree of autonomy they would have.

As a result of the orientation program and subsequent meetings, several problem areas were discernable. Briefly stated, these were:

1. A project conceptualization that was not readily interpreted by the teachers.
2. An extremely heavy workload had been thrust upon the staffs, particularly the new teachers.
3. An uncertainty regarding the degree of moral and financial support to be given by the County of Lacombe.
4. A lack of planning skills on the part of the staffs.

Problem areas No. 2 and 3 were ultimately solved by the creation of School Task Force Trust Funds which were set up primarily to provide released time for teachers who might become involved in the project. The County and HRRC each contributed $1,500.00 per school, with the County administering the funds. Problem area No. 4 was resolved by providing workshops whose focus was on program analysis. Problem area No. 1 was resolved by holding a series of meetings with the staffs.

The school staff at Eckville continued to meet with the project staff through the fall, and though the purpose of the meetings was information gathering, it could be seen that some tentative steps were being taken towards operationalizing the STF. By resolving the problems in the manner noted above, the STF became operational by mid-November of 1969.

The situation at Bentley was quite different from that at Eckville. The teachers at Bentley were not prepared to participate until the Trust Fund was operationalized. Further, the teachers contended that there should be payment for participation. Only when it was emphatically stipulated that honoraria would not be paid and that the Trust Fund was established to provide relief time for the participants did the issue

subside and interest in the project's possibilities become evident. Other influencing factors were: (1) the realization on the part of the teachers that they would make the decisions with regards to the dimensions of their involvement and the innovations to be introduced; (2) the operationalizing of the Eckville STF; and (3) the expressed desire by the community to establish a Community Task Force (CTF). The Bentley STF did not become an operational unit until late January, 1970.

The initial contact with each of the communities was made by holding public meetings in early November, 1969. The meetings were reasonably well attended (Eckville, 125; Bentley, 65) and while it was difficult to assess the degree of enthusiasm, the general reaction to the project was favorable. In both communities eight individuals volunteered their assistance to establish, with the project staff, Interim Steering Committees, the purpose of which was to form the Community Task Forces.

The Eckville Interim Steering Committee met in late November. After a review of the project design, with discussion focusing on rationale, assumptions, and objectives, considerable time was spent on the role of the CTF. The roles that were discussed were:

1. Discovering and communicating community educational needs to appropriate authorities.
2. Considering ways and means of increasing educational opportunities available to local youth.
3. Supporting the STF.

HRRC's role in the project was identified as assisting the local endeavor by providing:

1. Financial assistance for materials and equipment (rental was stressed).
2. Consultants.

3. Assistance in organizing conferences, seminars, and workshops.
4. Financial assistance to the CTF for incidental expenses ($500 Trust Account).

At two subsequent meetings the role of the CTF was further examined with considerable attention being given to the type of organization it was to be. The latter of the two meetings saw the Steering Committee formalizing itself into the CTF. The CTF membership was expanded to include student representatives and a representative from the STF.

The Bentley Interim Steering Committee followed a route similar to that in Eckville. At the first meeting considerable time was spent in discussing possible tasks for the task force. This discussion focused on attempts to clarify a role for the task force. The second meeting was devoted to the establishment of the Community Task Force. Factors such as size, composition, and possible members were considered. The third and final meeting of the Interim Steering Committee saw the selection of ten people who would be the inaugural members of the CTF. A program for an orientation meeting for the CTF was planned and a date in late January, 1970, was selected for the first meeting.

In summary, the initiation of the project into the field followed the established guidelines fairly closely. Phase 1 (Figure 1) was to be completed by March of 1970, while, in fact, the Task Forces were established by early February, at the latest. There were some changes such as the establishment of independent school and community groups, and the early disbandment of the Provincial Task Force.

Chapter III

Organization Components

The organizational components of SEARCH were the Bentley Community Task Force (BCTF), the Bentley School Task Force (BSTF), the Eckville Community Task Force (ECTF), the Eckville School Task Force (ESTF), the Board of Review, the project staff, and the evaluations staff. This section of the report deals with each of these units and their respective history.

Bentley Community Task Force (BCTF)

The first meeting of this group was held on January 28, 1970, at which time the purposes and activities of the project were discussed. A chairman and secretary-treasurer were elected.

After this orientation meeting the BCTF quickly focused on the topic of what the parents and the community wanted from their school. Ways and means of getting community involvement were discussed and also what type of questions should be asked of the community. A decision was made to conduct a survey of the community by questionnaire. The meetings of the CTF through the early part of 1970 focused on the construction of this questionnaire. The main objectives of the questionnaire were: (1) to determine community attitudes, and (2) to determine concerns regarding the objectives of education in their area.

At one point the possible value and/or effect of the questionnaire was discussed. This led to further clarification of the objectives of the CTF and a decision to pilot the questionnaire before wide-spread distributing occurred. It also led to the question of feedback to the community.

When the returns of the pilot questionnaire were reviewed, it was decided to distribute the questionnaire, with some modification, to all households in the community, plus all students in grades 9-12. The results of the questionnaire were tabulated and presented to the CTF in September, 1970.

The Task Force was not idle during the period of distribution, collection, and collation of the results of the questionnaire. The School Task Force in Bentley had decided to hold a workshop focusing on "problem solving methods" and the CTF was invited to attend. This led to the first joint meeting of the two groups; a session to finalize plans for the workshop. The records of the meeting indicated that "the two groups seem to see benefit in shared resources -- they function together without hesitation."

The general reaction to the workshop, at which 37 people were present, was very favorable. Dr. Paul Koziey (University of Alberta) conducted the workshop which focused on techniques of problem solving. A secondary purpose was to identify needs and goals of the community with regards to education.

In late June, 1970, the CTF reviewed their activities to date. The question of short term versus long term goals was raised, with some members thinking there was a need to put on a display of progress. The group decided it was necessary to have more training in group process and communication skills, and also that they needed more information before they selected a project or projects. The next few meetings focused on tabulation and analysis of data that was available. A "news release" summarizing the questionnaire and workshop findings was prepared and distributed to local media.

The limited activities during the summer and early fall led to a decision to hold a workshop designed to review some decision making techniques. The workshop focused on needs assessment, decision making, communication skills, and evaluation of the group process. The CTF members were positive in their reaction to the workshop. A secondary purpose of this workshop was to priority rank perceived community needs as determined by the earlier CTF workshop and questionnaire. The results of the ranking exercise led the group to the realization that it should focus its future efforts on either the enhancement of school-home communications or greater integration of community and school activities.

The CTF finally decided that the area of integrated community-school activities should be focused on. At the meeting of November 18, 1970, ten different ideas were presented as possible projects. After presentation of the ideas, the group had a problem in defining a single project and establishing future procedures. The next step the group took was to set up subcommittees, each to have the task of formulating a plan of action for project ideas which had been narrowed to three: (1) establishing a Bentley School Advisory Council, (2) sponsoring a Small Group Leadership Workshop, and (3) increasing student involvement in community and task force activities.

An interesting event occurred at this point in time (late November 1970). The concern of the CTF was that of improving school-community relations and yet there had been only one meeting with the school personnel and that had been in May. There had been liaison between the two groups, but no formal linkage. With this realization, the two groups met as one to discuss the various projects, and this event led to a

decision to operate as a joint task force. The original intent of the SEARCH designers was to have one group, but local conditions had precluded this. Now the groups saw the need to function together and the one and combined task force became a reality.

An assessment by the project staff as to where the Task Force stood at that time indicated the group tended towards philosophical debating rather than problem solving and, in addition, that the "procedures" for moving through the problem-solving process were only crudely known.

The subcommittees reported on the results of their activities in January, 1971. It was clear that two areas of concern had received considerable membership time and energy. These were the concerns relating to involvement and small group leadership. The Bentley School Advisory Council subcommittee observed a "Study Hall Committee" that had been established by the principal to consider the need for a student common room, as well as a study hall. This committee was seen as a direct spinoff of ideas and procedures presented to and considered at earlier CTF and STF meetings. Of the other two previously mentioned concern areas, the small group leadership concern evolved into a major activity for the BCTF.

In February, 1971, the County of Lacombe School Committee indicated interest in establishing "objectives" for the Bentley school and requested the Bentley Task Force to determine what the community felt should be the "objectives" for their school. Each CTF member agreed to get approximately eight community members together to react to "stem questions"[13] and further explore the concerns of the citizens about education. This

request by the County gave additional impetus to the need for small group leadership training.

On the request of the BCTF, the SEARCH staff planned and implemented a program for the training of facilitators of small group meetings. The first workshop (one evening) focused on the topic of "communication skills" and how to get the most out of small group meetings. The second workshop dealt with the topic of "utilization of conflict." A third session, not a workshop, was spent clarifying the task at hand, looking at designs for the conduct of the planned group meetings, as well as methods for identifying and selecting participants.

The small group meetings occurred in late March, April, and early May of 1971, with 100 adults and 50 students being involved. In late April the County School Committee requested an interim report on the objective setting activity. This request resulted in the establishment of an ad hoc committee to review the results of the small group meetings, as well as the earlier questionnaire and workshops held in the Spring of 1970. The report of this ad hoc group was reviewed by the BCTF and then submitted to the County. It should be noted that the report was general in nature, whereas the County School Committee was looking for specific directives for action. The BCTF were not able to determine what specificity was desired and, as a result, follow-up activity on the objectives endeavor never did occur.

The Task Force had communication with the County School Committee about improving the physical facilities of the Bentley High School. There seemed to be little action and the school members of the BCTF, in particular, seemed disturbed. It was learned in late May, 1971, that the

provisions of the Department of Education's Renovation Fund for older schools could be applied to the Bentley school and that the Red Deer Regional Office of the Department of Education was to conduct a survey of the Bentley facilities. Upon receipt of this information the BCTF prepared a report on existing and desired school facilities. This was submitted to the County School Committee at the same time as the Regional Office report. The final result was a renovation program of approximately $45,000 being approved for the Bentley High School.

The Task Force did not undertake any activities through the summer of 1971. It renewed its activities for the new school term in early October. At that time the group once again discussed the reasons for its existence and the format for future operations. There was also some consideration of ways and means of getting the STF to initiate some developmental activities related to the school program.

The group cohesiveness and initiation of activities was set back, however, by a teacher contract dispute and threatened teacher strike (averted by an "eleventh hour" settlement). The CTF did not meet after the early October meeting until late November, and that meeting focused on teacher-community relations. The Task Force could have become defunct at that point but, because of its understanding of the group process, it came out stronger with a reaffirmation to continue.

The first task oriented session occurred on November 30. The CTF decided to focus upon two concern areas: (1) the establishment of a school advisory board and (2) methods of dealing with learning disabilities. It was decided to send three task force members to a conference on learning disabilities in Edmonton and to schedule a meeting or meetings to discuss fully this topic. It was also decided to focus

immediately on the creation of a school advisory board. The nature and purpose of such a board was discussed at this time and in greater detail at a meeting in December. At the conclusion of the December meeting a subcommittee was formed to develop alternatives for the structuring of a school advisory board. This subcommittee developed two alternatives which were presented in January, 1972. The CTF developed a structure for an advisory board, taking the best ideas from the two alternatives. The school (teachers and students) and CTF set about operationalizing the School Advisory Board in January.

The plans to operationalize the advisory group, plus the planned series of meetings dealing with learning disabilities disintegrated when a major event in Bentley occurred in the early morning of February 13, 1972. That event was the total destruction by fire of the Bentley High School.

In the period immediately following the fire the Task Force became extremely active in pursuing a course that would lead, it was hoped, to a decision to rebuild the school. The CTF organized and conducted a "town hall" meeting at which the people present (approximately 600) asked the Task Force to act in a communication role between town and County and also to act as their representatives in any upcoming activities. The School Committee asked the CTF to become involved in a Department of Education "Survey of Need"[14] that was to be conducted within the County.

The CTF ultimately decided that the role they would play would be to:

1. Act as a communications facilitator between County and community.

2. Develop a questionnaire to survey community needs re schools.
3. Conduct small group discussions to collect impressions of citizens with regards to educational needs of the community.
4. Compile a report with regards to the "Survey of Need" to be submitted to the Department of Education.

The Task Force was involved in a total of nine meetings (at which SEARCH staff and resource personnel were present) plus innumerable subcommittee meetings and small group discussions during the months of February and March. The result of this effort was a 31-page document submitted to the Department of Education to be used in the compilation of its own "Survey of Need" Report. In the Department's final report to the County School Committee, this CTF document was referred to many times and was included as an appendix.

The activities of the CTF dropped off after the submission of the report. When a decision was made (May 29, 1972) by the School Committee to rebuild the school the Task Force once again became active. The Task Force wished to make known the desires of the community with regards to the design of the proposed school. The group wished to draw on all information at its disposal and advise, if possible, the County's Building Committee and its architect as to the relevant desires of the community. The Department of Education reviewed the "Statement of Need"[15] in late June and recognized the need for a junior-senior high school in Bentley. Completion of the new school is expected by September, 1973.

The Bentley Community Task Force, in late June 1972, reaffirmed its desire to continue after the completion and phase-out of Project SEARCH. The task force members were pleased with the manner in which

they had been able to function during the crisis period following the destruction of the school by fire. They anticipated dealing with items of new and unfinished business in the future.

In summary, the Bentley Community Task Force probably played its greatest role in the time period immediately following the fire. This is not to downgrade or underestimate their other activities. The fact that a cohesive group of people was available in a crisis situation appeared to be extremely important in the process that led to a decision to rebuild the school. One other benefit that has been attributed to the Task Force has been the apparent vast improvement in the relationships between the Bentley community and its high school.

In terms of the objectives of the project, the CTF probably came closer to achieving the first objective than the others. The training received, the skills acquired, and the personal growth of those involved has given the community a capacity to improve and expand the educational opportunities available to its youth.

Bentley School Task Force (BSTF)

The Bentley School Task Force, it must be remembered, was slow to get started. There was the initial problem of high staff turnover -- two-thirds of the teachers in September, 1969, were new to the school and one-half of these teachers had no experience. Also, there was a new school administration. This meant the project entered the Bentley Junior-Senior High School with a staff that knew little or nothing of the project -- its concept, its intent, the role of the teachers, etc. The project staff, therefore, had to run a series of orientation meetings to advise the school staff of the project and its intent. There

were questions related to the issue of "time off" or "honoraria for participation" and the matter of HRRC and County expectations.

Most of the concerns of the Bentley school staff were ameliorated by December, 1969. The staff had been advised that HRRC and the County of Lacombe had reached an agreement whereby a trust fund would be established "for each school task force to be used for any purpose which has as its objective the provision of time for teachers to become actively involved in Project SEARCH."[16] The agreement for the establishment of this Fund also allowed that decisions as to specific uses of the Fund be made by the Task Force in consultation with the principal of the school involved. The Task Force knew that all expenditures were to be in accordance with the policies of the County and HRRC.

This indication of support from the County, plus the right of local decision making power with regards to the use of the Trust Fund produced general agreement that led to the Bentley school participation in the project. The Task Force was not established until January, 1970, and the first meeting did not occur until mid-February.

The STF focused initially on planning and program analysis. The group decided to have a workshop on these topics and tentatively decided to hold it in late April or May. The workshop was ultimately held in association with the Community Task Force, and has been described in the earlier section dealing with the CTF.

The STF members very early considered ways and means of providing teacher release time to participate in the project but never developed a proposal in this area. About the same time they decided to send one of their members to a workshop on "Small Group Leadership" and also

named the principal to accompany a representative of the Eckville School Task Force and the project administrator on an HRRC sponsored visitation to a number of schools affiliated with the Western States Small School Project (WSSSP).

The early activities of the STF also centered around planning for the joint BSTF and BCTF workshop and discussions of the results of the Baseline Studies that had been released in late March. As far as discrete activities related to projects within the school, activity was minimal. One staff member, on learning of an individualized home economics program from the principal after his visit to the WSSSP, applied for and received funding to attend a three-day workshop related to this program in Brookings, South Dakota.

This staff member, Mrs. Pearl Brunner, was excited at the potential of what she saw and learned at the workshop. Upon her return to Bentley she contacted the school principal and received clearance to write a proposal for implementing the program in the school. The project administrator and Mrs. Brunner spent considerable time during August, 1970, writing the proposal. The proposal was approved by the members of the STF in mid-August and was presented to the Board of Review[17] on August 28, 1970. The Board of Review allotted $1,005.00 for materials needed for the project. The Individualized Home Economics or the IHE Project, as it came to be known, was given additional financial support in the fall of 1971 and again in the spring of 1972. The growth and development of this project is dealt with in another section of this report. The origin of the project was within the STF, but the project itself developed essentially through the efforts of Mrs. Brunner. The summary chapter

of an evaluation of the project at the end of its first year of operation is attached as Appendix A.

The one other main activity of the STF in the spring and summer of 1970 was interest in developing a modified school day. The principal of the school had seen variations in the scheduling arrangements during his trip to the western United States, and the school staff supported efforts to effect a change. The project administrator worked with the principal in developing a flexible modular schedule utilizing thirteen 25-minute periods per day, which was implemented in September.

After the summer vacation the STF members renewed their activities early in September. At that time they indicated their approach would be twofold. One would be to continue to develop projects, such as the IHE, on an individual basis with the STF to approve and submit proposals, on behalf of the individual, to the Board of Review. The second area of interest was to develop and maintain a listing of educational needs. This latter intent was similar to the direction that the CTF had taken and which was to lead, in the not-too-distant future, to the amalgamation of the Community and School Task Forces.

In October the STF decided to send one of its members to a Canadian Education Research Association Evaluation Clinic and discussed the desirability of sending a representative(s) to an advertised seminar on "Conflict and Social Change." This led to a decision that the STF sponsor a workshop on group learning experience and that the CTF be invited to participate.

In late October the STF, while still focusing its efforts on "educational needs," expressed considerable concern about the behavior

of the Board of Review and, in particular, about questions that had been raised with regards to the content of units developed for the IHE Project. The group finally decided to regard questioning of this type by the Board of Review as a positive approach and agreed that future submissions to the Board of Review need to be carefully screened.

The issue of "needs" was raised again in early November. The focus of the discussion related to identifying needs, establishing priorities amongst the identified needs, and developing projects to meet these needs. The STF, in the course of this discussion, came to a realization that the approach to "needs identification" and selection of "alternatives to solve the problems" could best be approached through a cooperative effort with the CTF. The CTF was apprised of the STF's views and indicated that it would welcome any assistance the STF might be able to provide. The STF met on November 18, 1970, and confirmed the earlier decision to join forces with the CTF. The STF did not meet as a formal group after that time, although there was some discussion just prior to the fire, about reactivating the group to tackle some specific school problems.

The Bentley School Task Force, therefore, had a life of about one year. In that one year, while some discrete individual activities did take place, most of the activity was complementary to CTF concern areas and led to the amalgamation of the two groups. The year was a learning year and was probably necessary to allow both groups to see the similarity of the problems before they came together. Whether a joint task force would have functioned as well if the two groups had been forced together from the start is impossible to determine. However, allowing

the two groups to identify similar concern areas and amalgamate without external pressure made the resultant group extremely strong and viable.

In the three years that SEARCH was involved with the Bentley school only one other teacher-initiated project was started. Mr. Jim Dixon introduced the concept of film making as a part of the language-arts program in the spring of 1971. The Bentley Task Force (now BCTF and BSTF combined) gave its support, with the result that the project was approved and funded by the Board of Review at the meeting of April 30, 1971. The project was expanded in 1971 and refunded because of the fire, in 1972. No formal evaluation was made of this project. Mr. Dixon's final report of this project incorporating a subjective appraisal is attached as Appendix B. The project is discussed in greater detail in a further section of this report.

Eckville Community Task Force (ECTF)

The Eckville Community Task Force, like its counterpart in Bentley, was initiated in January of 1970. At the initial meeting many possible problem areas that the group could focus on, such as school boundaries, were discussed. However, it was decided that immediate efforts should be directed towards projects aimed at improving educational programs presently available. The members, therefore, decided to come to the next meeting with suggestions for possible projects.

At the next meeting the ECTF was apprised of a project dealing with teacher aides being undertaken within the Eckville Junior-Senior High School by the Eckville School Task Force. Following this report, some members of the ECTF entered into an attack on the need for the teacher aide project. The attack caused great concern within the school and induced

the project staff to advise the CTF that this type of preoccupation was a futile endeavor, at best, and a destructive endeavor, at worst. The attack, however, did have a positive element in that both groups paid considerably more attention to communication between the community and school.

The ECTF spent most of the first few meetings discussing two areas. One, an operational structure for the group, was quickly resolved and a format approved by the group in April of 1970. The operational format provided terms of reference relative to size, membership, conduct of meetings, executive membership, subcommittee structure, and funding.

The second concern area was that of projects to enhance educational opportunity or to expand available school programs. It very quickly became evident that Driver Education and Training was a high priority item in the minds of the CTF members. A subcommittee was formed to report on this topic, and it brought forth a recommendation to the CTF that a project be implemented with three-quarter funding by HRRC. The proposal, not the question of funding, caused the SEARCH staff to bring forward a number of points for clarification.

The following questions were asked of the CTF:

1. What would the proposed course accomplish that is presently not being accomplished?
2. Does the course commit HRRC, the County, the CTF, or the participants to continuing expenditures?
3. Has an attempt been made by the school and/or County to obtain high school credits for the participants in such a course?
4. Has an attempt been made to secure County or local agency support for such a course?
5. How will the course participants be able to feed their reactions about such a course to the CTF, the County, the school, and HRRC?

6. How will the CTF be able to judge the success or failure of its efforts?

The questions raised caused concern for the ECTF. The group recognized that they were legitimate questions but queried its ability to answer them. These problems were tabled to the next meeting, at which time the discussion centered on the topic of "Why are we here?" As a result, all activity was tabled until goals and objectives for the CTF were clarified.

This changed the focus of the group and brought about a realization that the CTF should obtain a clarification of what the community expectations for education were. The CTF established a working committee composed of two parents, two teachers, two students, and one HRRC representative to develop a questionnaire for distribution. The questionnaire that was finally distributed was very similar to that developed and used by the Bentley CTF. High school students handled the distribution and collection. The CTF, upon beginning to compile the results of the questionnaire, found the task onerous and decided to hire a student to complete the compilation during the summer months.

The Eckville CTF reconvened, after the summer break, in early October. Those present focused the discussion on the status of the Program for Driver Training. Advised that it had been tabled due to the survey of community needs, the Task Force agreed to receive a report of the findings of the questionnaire. The findings indicated three areas of major concern, namely, communication, lax discipline, and the administration of the school. The report generated much discussion and a decision that the group should concern itself with improving communications, especially between the school and the community. The group also decided

to develop a proposal for a Driver Training Program.

The Driver Training proposal took up all the time of the CTF for a period of over 1½ months. ECTF and subcommittee meetings focused on preparing a proposal which would meet the guidelines, considered by some CTF members to be stringent, of the Board of Review. The proposal was submitted to and approved for funding by the Board of Review on November 27. The Board allotted the requested sum of $1,305.00 to the project. This sum covered all costs except for an amount of $300.00, which was to be paid by the 30 students at the rate of $10 per participant.

The Driver Training program, conducted by the Alberta Motor Association, was initiated in February, 1971, with 30 students enrolled. All students successfully completed the course by mid-April. Table 2 gives a breakdown of the results of the program.

Table 2

Driver Training Statistics - Eckville

	Total number	Possessed license before course	Obtained license after course	Do not possess a license
Grade 12				
- Boys	8	7		1
- Girls	9	3	6	1
Grade 11				
- Boys	5	2	2	1
- Girls	2		2	
Grade 10				
- Boys	2		1	
- Girls	4		2	2
Totals	30	12	13	5

It should be noted that of the five who did not possess a license three were too young to qualify, one needed to have a vision defect corrected, and one had not taken his driving test. The community was able to continue the program through its own resources during the school year 1971/72.

The anecdotal records kept of the meetings held during the period the Driver Training proposal was being prepared indicated two key factors about the Task Force. The first factor was its apparent dependency on the HRRC resource personnel and the considerable direction given by them. For a number of reasons the group had difficulty in becoming either purposeful or cohesive. This was so evident that an assessment made in the fall of 1970 predicted the unlikelihood that Task Force activity would continue after the planned withdrawal of HRRC support in 1972.

The second factor related to the nature of the individuals that had become centrally involved in the Task Force activities. It was apparent that most of the people involved were the workers for the community and were already over-extended. For a number of the members, it was simply a matter of a too heavy demand on their limited and heavily committed time and energy.

With the successful completion of the Driver Training proposal, several members stated they wished to withdraw from further activities. It was decided, however, that before they withdrew, they would bring a prospective member to the next meeting. The ECTF, therefore, started off the New Year (1971) with a much expanded group. This was also due to the fact that the School Task Force had made a decision to affiliate

with the community group. The Task Force then was composed of community members, teachers, and students.

The first agenda item for the "new" group related to the communications problem that had been discussed in the fall. In the course of the discussion and in illustration of the dimensions of the problem, reference was made to the discontinuance by the new principal of the school of the practice of allowing students with spare class periods to go "downtown." This reference raised an issue that was extremely touchy. The next couple of meetings focused on the discontinuance of the practice and related issues. Concern about communication was buried. Anecdotal comments about these meetings indicated that the group was not aware of the real and underlying problems facing them. At one point, it was doubtful if the CTF would continue to exist because of the atmosphere within the group. A comment by one community member to the effect that it was too bad there wasn't some kind of mediating body for school and community led to an examination of a new idea. It was reasoned that if such a mediating body could be established, much of the friction among parents, teachers, and students might be defused before becoming a salient and destructive issue.

At that point, the ECTF decided to examine the possibility of creating a local advisory board within the framework of existing legislation. The provisions of the Alberta School Act were found to be too restrictive, especially with respect to membership, as it did not allow for the inclusion of teachers or students. The group finally opted to set up a Community School Advisory Board without the assistance of or the limitations imposed by "The Act." The time period between February

and June was spent almost totally in developing a proposal, obtaining approval from the community, from the Board of Review and, finally, from the County School Committee. Community representatives to the Advisory Board were elected at a town meeting, while the teachers in the two community schools (one elementary and one high school) selected two representatives, respectively. The three student representatives were selected by the staff of the high school. The County School Committee named its Eckville town member to serve on the Advisory Board. The first meeting of the Community School Advisory Board was held in June, 1971. It was an organizational meeting at which officers were elected and the group reviewed its purpose and possible functions.

Both the Task Force and the Community School Advisory Board ceased activities during July and August. The executives of the two groups met in mid-September to plan activities for the coming winter. This meeting was spent searching for a common focus for the two groups. Resolution was not reached at that time. The problem of "commitment" to the whole undertaking by the certain key individuals was evident. It was finally decided to meet at a later date with all members from both groups present. This meeting occurred in early October, and it was decided at that time to continue with Project SEARCH and also to continue with two separate but cooperating entities -- the Task Force and the Community School Advisory Board.

The two groups met again in October, at which time it was apparent that there was much confusion as to respective roles and even membership. In spite of this confusion the meeting was successful in that a number of school problems were identified. It was decided to hold a

meeting with the County Recreation Director to investigate what recreational services could be made available to Eckville youth. The meeting with the Director resulted in a number of programs being established and information on other programs already available within the region was acquired.

The Eckville Community Task Force met on November 25, at which time four members were present. The SEARCH staff had done exploratory work as to the services that could be made available by agencies such as the Red Deer District YMCA and the Red Deer Junior College. The small turnout, however, was neither representative of a cross-section of community opinion nor sufficient to make decisions about any new programs. This meeting, as it turned out, was the last official meeting of the CTF and, therefore, the availability and utilization of alreading existing services was never explored further by this group.

The Community School Advisory Board at this point assumed most of the functions of the Task Force. The Advisory Board met in early December and was advised of the information the SEARCH staff had obtained. Interest was shown in starting a Family Life Education program as well as other adult education programs. The possibility of establishing a teen centre with assistance from the YMCA was discussed. The need for training of community leaders was also discussed. The project staff reinforced this latter idea and agreed to present a proposal to the Advisory Board at the next meeting. This meeting (January 20, 1972) was the last meeting attended by HRRC staff. The Community School Advisory Board continued activities through the remainder of the 1971-72 school year, and has made plans to continue its operation during the next school

year.

The planned workshop for community leaders did take place. Dr. Paul Adams and Mr. Jim Rice, both of the University of Calgary, conducted a four-evening workshop on March 23, 24, 29, and 30. The specific objectives of the course were:

1. To provide an opportunity for leaders of community organizations in Eckville to increase their knowledge about the role and use of voluntary organizations in the community.

2. To provide an opportunity for leaders of community organizations in Eckville to increase their skills in the following areas:

   - leadership skills
   - group discussion skills
   - communication skills
   - operational skills
   - problem solving skills
   - organizational skills

   The goals for each of the sessions were as follows:

   Session I.
   1. Allow participants to get to know one another.
   2. Learn more about voluntary organizations.
   3. Begin to focus on problems of own organization.
   4. Become exposed to first step of problem solving process.

   Session II.
   1. Expose participants to the knowledge and practice with a problem solving sequence.

   Session III.
   1. Expose participants through illustration and practice to a number of skills needed in running an organization.

   Session IV.
   1. Clarify the role of voluntary organizations in Eckville.
   2. Identify needs in Eckville and determine how voluntary organizations would meet them.

A total of 24 leaders, including six student leaders, of various community organizations participated in the course. The reaction from the participants was positive and, as most of them had either just taken office or were soon to do so, they were most appreciative of being able to take the course. The course leaders indicated that the workshop was

well attended and well received.

This workshop was the last activity of any kind, school or community, that HRRC participated in, and closes the story of Project SEARCH in Eckville.

In summary, the Eckville CTF's most productive period was during the school year 1970/71. The group devoted considerable time in its early history determining why it existed and how it was going to operate. The second year of the project saw both the Driver Training Program and the Community School Advisory Board being implemented. The third and final year saw a resurgence of problems related to purpose and commitment.

In terms of the objectives of the project, the creation of the Community School Advisory Board was in line with No. 1 (to develop procedures for increasing the capacity of rural communities to expand the educational opportunities available to, and improve the educational programs provided for, rural youth of high school age). Whether it will function to serve this end or whether it will continue to function at all, is a big question. If the Advisory Board continues to function in the future, then a measure of success was obtained. If not, the value of SEARCH in Eckville is questionable.

Eckville School Task Force (ESTF)

As was the situation in Bentley, the early part of the 1969/70 school year was devoted to orienting the staff of the Eckville High School to the concepts of the project. Unlike Bentley there was no administrative changes and only a one-third staff turnover. The Eckville staff very early developed a positive attitude towards the project and

by mid-October had made decisions regarding the extent of their involvement, chairmanship, decision making procedure (motions with consensual agreement) and terms of reference. The group also decided that if programs were to be implemented, there was need for a teacher workshop on program analysis. The Task Force was a fact, though not so named, an operational entity by this time. It was not officially formalized until mid-December, 1969.

The Eckville STF concerned itself with two problem areas -- that of finding the time to participate in the project and holding a workshop on program analysis. With regards to the first problem area, the staff analyzed, with HRRC assistance, teacher workloads which led to a detailed exploration of the possible utilization of teacher aides (an interest expressed almost from the inception of the project). The second problem was given over to the principal who was to develop, with HRRC assistance, the details of the workshop.

The principal, in association with HRRC staff, approached the Department of Educational Administration at the University of Alberta with regards to conducting a workshop on program analysis. The workshop, led by three doctorate candidates, was held on December 19. All of the teachers, whether STF members or not, plus the County Superintendent of Schools, the local County councillor, and the Eckville School Committee representative were in attendance. The workshop focused on a systems approach and a study of the physical plant was used as a practical application of the model. Attendees were instructed in the use of a number of evaluative techniques and were asked to apply these to the plant. The participants viewed the workshop as a useful activity when

they evaluated the workshop at its conclusion.

The County and HRRC agreed during the fall of 1969 to establish a trust account to which each agency would contribute $1,500.00. The major purpose of the fund was to provide release time for teachers to participate in the project. The operationalizing of this fund, plus the teacher workload analysis and attempts at timetable changes finally brought the STF to the point of initiating a project on utilizing teacher aides.

HRRC staff prepared a proposal for the tryout of non-professional assistance for teachers and presented it to the STF in early December. Following a number of meetings and hours of discussion, the Eckville High School staff agreed to: (1) formally constitute an Eckville School Task Force and (2) launch an undertaking that became known as the Eckville Teachers' Aide Project. A detailed outline of the events related to and the intent of this project are found in Appendix C of this report. Dr. L. W. West of the University of Calgary was commissioned by HRRC to conduct an evaluation of the undertaking. The "Summary of Conclusions" presented by him to HRRC in a report dated August, 1970, is to be found in Appendix D.

Teacher aides were introduced into the school in February as planned. In mid-February a seminar on the utilization of aide services was held with all high school teachers, the aides, the superintendent of schools, and a variety of external resource people attending. The seminar was deemed valuable in that it helped "clear the air" on a number of matters and gave the teachers insights as to ways and means of deriving maximum value from the investment being made.

With the successful introduction of the aides into the school the STF turned to other matters. The STF agreed that there was need to develop more definitive guidelines for the group and that future projects should be selected on the basis of these guidelines. One member who had developed a tentative list of objectives was given the task of making the statements more explicit. Consideration was given to the matter of student representation on the STF. The STF also named one member to attend a course on "Small Group Leadership" and another to go on a HRRC sponsored tour of the Western States Small School Project.

The STF continued its activities through the spring of 1970. At one point, when considering the problem of defining educational needs, it was suggested that this matter might be the basis for a joint venture with the CTF. This was the first indication of the two groups getting together.

As the Teachers' Aide Project unfolded the STF members reported general satisfaction but did identify a need for restructuring the aide supervision format. The STF also expressed the opinion that the Teachers' Aide Project should continue during the 1970/71 school term. A meeting to discuss the future of the Teachers' Aide Project was called for late June.

In early June an STF representative met with the CTF to discuss possible joint participation in conducting a needs identification survey. The two groups worked together in the undertaking of such a survey. The results of the first joint endeavor were reported earlier in the section of this report dealing with the ECTF.

The School Task Force received a setback in June when both the

principal of the school and the chairman of the STF announced they had resigned their positions. The planned meeting for late June, at which the Teachers' Aide Project was to be discussed, never took place. The STF did not meet during July and August and by September the Teachers' Aide Project was abandoned.

The ESTF did not commence activities again until October. It should be noted that the new principal had not been apprised of his school's affiliation with Project SEARCH. At its early October meeting the re-occurring problem of "time for participation" was discussed, with no apparent resolution. The group adjourned until late October, at which time it would determine what role, if any, it would play in SEARCH. The late October meeting saw the genesis of two projects. One was to be concerned with individualizing the science program at the junior high school level and a second was to centre around the communication problems facing the school and community. A major problem facing the group was to find the time to plan and prepare proposals as required by the Board of Review. The four teachers involved, however, were able to develop a proposal, "A Program of Planned Change," with assistance from HRRC. The proposal was approved by the Board of Review at its November 27 meeting, with an allotment of $5,210.00 being made in support of the undertaking. The monies provided allowed the school to secure the services of an additional full-time science teacher, thus enabling the two science teachers to have necessary time to develop and implement an individualized approach in the teaching of existing science courses. The proposal also provided time for two other teachers to become involved in developing plans for a more effective and efficient utilization of

available resources in meeting the needs of both the school and community.

A science teacher was hired effective the start of the second semester. However, due to a multitude of problems he was released after two months. The involved teachers were set back in their endeavors but some assistance was obtained when two teacher interns were hired to work with these teachers during the months of May and June. Work on the science project continued, with the result that a more individualized science program became a part of the curriculum of the Eckville school. Two evaluations of the revised science program were conducted by Mr. John Marean of The University of Calgary and Mr. Morris Treasure of the Department of Education Red Deer Regional Office. Their reports are attached as Appendices E and F, respectively.

The portion of the project dealing with community resource utilization was started but never completed due to the main instigator of this idea leaving the school to undertake graduate studies at the University of Alberta.

The proposal on planned change was the last proposal developed by the STF. This proposal was developed and funded during the same time as the ECTF's proposal for Driver Training. As the utilization of community resources was of concern to both the ECTF and ESTF, as was the problem of communication between the school and community, it was logical that the two groups work together. This they decided to do. There is no formal record of a decision for the STF to join with the CTF. However, the two groups began functioning together as of January, 1971. There have been no STF meetings since then.

The STF, in summary, had a life of close to one and one-half years.

During that time two major projects were instigated. The Teachers' Aide Project was successfully initiated but died, probably due to the change of personnel which occurred within the school. The individualized science project has proven to be viable to the time that this report was written.

In terms of the objectives of the project, the science undertaking could be considered to be aimed toward No. 3 and the Teachers' Aide Project toward No. 1. If the community resources utilization study had been completed, it would have been aimed toward No. 1.

The County and Board of Review

At the inception of Project SEARCH the County of Lacombe School Committee gave approval, in principle, to HRRC contacting and discussing the project with the principals of the County high schools. There was apprehension about extent of possible financial commitment but it was decided to see what local reaction to the project would be before a final decision was made.

As has been mentioned earlier, contact was made with the County principals and then later, with the staffs of two schools (Bentley and Eckville). With the schools indicating a willingness to participate, HRRC approached the County to formalize an Agreement to conduct the project. HRRC was to provide consultant assistance to the local school and community task forces; it was to provide financial support; and research assistance of two principle kinds -- providing baseline data and evaluations of innovative endeavors. In turn, the County was expected to indicate a willingness to support the decisions of the task forces; provide release time for teachers to participate; and to appoint a local coordinator for the project on a part-time basis. These general terms

were agreed to by an exchange of letters[18] and were to be effective until August 31, 1970.

These general terms were sufficient for the very early life of the project. However, almost at the time the project was introduced into the schools (September, 1969) it became apparent that a trust fund mechanism was required to provide release time for teachers to participate in the project. County administrators and HRRC personnel met on several occasions throughout the fall of 1969 and finally approved the attached Agreement (Appendix G) for the establishment of the Eckville School Task Force Trust Fund. A similar agreement was approved for the Bentley STF in January, 1970. An important aspect of the Agreements was that decisions as to specific uses of the monies were to be made by the members of the task forces in consultation with the school principals.

These original Agreements provided funds for the purpose of giving to teachers time to participate in the project. They did not provide funds for innovative projects. It was originally conceived that HRRC would provide financial assistance for either the purchase or rental of materials and equipment needed in the experimental phase of the project. This concept would give HRRC veto power and control over innovative endeavors and would tend to leave the County as a bystander. The project staff, therefore, began exploring ways and means of having all agencies and groups involved in SEARCH play a part in making decisions with regards to the financing of innovations. In early 1970 a number of discussions were held with the County for two reasons. One was to provide for the continuation of the project for a second year. The second reason was to establish a funding mechanism to provide financial assistance

to individuals and groups in either schools or communities that wished to undertake innovative endeavors. In the Agreement (Appendix H) covering the second year, HRRC agreed to continue the consultancy and research assistance provided by the original Agreement. With regards to the financial aspects, it was established that HRRC would contribute: (1) $500.00 to each community task force as a working fund, (2) sufficient money to each school task force trust fund so that each have a balance of $1,000.00 as of September 1, 1970, and (3) $6,000.00 to a new fund to be known as the Innovations Fund. The County, in turn, would continue with its obligations as set out in the original Agreement and, in addition, would contribute $2,000.00 to the Innovations Fund. The two agencies agreed that if either one of the two established School Trust Funds had monies in excess of $1,000.00 as of August 31, 1970, such monies would be allocated to the Innovations Fund. The agencies also agreed that the Innovations Fund was to be controlled by a group to be known as the Board of Review.

There were also other needs that had been perceived for the operation of SEARCH. It had become apparent that there was need for improved communication among the various task forces and between community and County levels of operation. While the Board of Review was established to limit HRRC control of available monies, it was also reasoned that such a body might tend to motivate and facilitate locally initiated actions aimed at improving educational opportunities for the youth in the communities concerned.

The Board of Review was, therefore, established to meet the perceived needs as well as to provide a reference group to which the Task

Forces would bring their requests for money to support innovative endeavors. The rules and methods of operation for the Board of Review are outlined in the attached Appendix I. The membership of the Board consisted of:

1. The Chairman of each of the Task Forces; total 4.
2. The Chairman of the School Committee of the County of Lacombe.
3. One other representative of the School Committee of the County of Lacombe.
4. The Superintendent of Schools for the County of Lacombe.
5. The Project Head of Project SEARCH, HRRC.
6. The Project Administrator of Project SEARCH, HRRC.
7. The Coordinator of the Department of Education Regional Office, Red Deer.

The Board, in its two-year life, held a total of 14 meetings, of which two were called for special purposes. The first of the two special meetings was called to consider the function and functioning of both Project SEARCH and the Board of Review. The need for such a meeting became evident when exchanges between Board members revealed substantial divergence of opinion as to the nature and intent of the project. The meeting served the purpose of bringing most of the members up to date on the status of the overall project and a common understanding of the original intent.

The second special meeting was called to discuss an issue that became critical, namely, the ownership of materials produced by teachers with financial support from the Innovations Fund. The Department of Education and the Alberta School Trustees' Association each had a representative present on the invitation of the Board. The purpose of this meeting was to obtain clarification as to how concerned provincial agencies saw the matter of ownership and copyright of software, such as curriculum materials, produced within the scope of collaborative

undertakings. A secondary purpose was to alert the concerned provincial agencies to the need for developing some definitive guidelines for persons and agencies engaged in collaborative undertakings where ownership and copyright could be a problem. Some degree of clarification was obtained and the need for developing guidelines clearly revealed.

The first innovative project proposal brought before the Board of Review was the one relating to "Individualized Home Economics." It was followed later in the year by proposals to launch the "Driver Training Project," the "Program of Planned Change," the "Eckville Community School Advisory Board," and finally, the "Language-Arts Film Project." The five proposals were all passed, usually after considerable debate and, in some cases, with modifications. The first proposal was presented on August 28, 1970, and the last on April 30, 1971. Both the "Individualized Home Economics" and "Language-Arts Film" projects had applications for additional funding approved subsequent to their first submission. Also, these same two projects received additional assistance after all the materials developed were totally destroyed in the Bentley school fire. A budgetary breakdown of the revenues and expenditures of the Board of Review is contained in the section of this report dealing with resource utilization (Chapter IV).

The role of the Board of Review was more than just an approving body for innovative projects. The Board received regular status reports on all the approved projects, as well as reports on the activities of the various task forces. In this way all agencies and groups involved in SEARCH were able to monitor the progress and problems of all operational components on a regular basis.

Of the multitude of topics discussed by the Board, the most contentious and recurring topic and the one on which agreement was never reached was that dealing with the "ownership of materials." This topic was first raised when the Individualized Home Economics Project was approved. At that time, the question was related to duplication of materials obtained from a source in the United States. As the project developed, and when consideration was being given to having the Department of Education's Innovative Projects Fund undertake the funding of the project, the initiating teacher, who had spent many hours of her own time producing supplementary visual materials, expressed concern about ownership rights being turned over to another body, as would have been required if support from the Provincial Innovative Projects Fund was obtained. This concern caused the Board to change the request to the Innovative Projects Fund to be for evaluation activities only. Ultimately, the Board decided to forego the possibility of obtaining funds from the Department of Education.

The ownership issue confronted the members of the Board up to the time of its last meeting on June 22, 1972. The materials developed within the home economics project had to be totally rebuilt after the Bentley fire. Funding for this purpose was given on the understanding that the materials could be freely used within the County. However, if in the future, any other jurisdiction or agency should express a desire to use the materials, they could do so only if and when agreement is reached among the three concerned bodies, that is, the County, the teacher, and the requesting agency.

The question of copyright and ownership caused the project staff

to seek more information on this topic. As a result, Mr. Gordon Miller, a graduate student at the University of Calgary, was commissioned to investigate and report on the matter. His report is included as Appendix J.

Evaluation Unit

The question of evaluating the progress of SEARCH and of providing a summative report of its achievements was considered from the time of its inception. The original intent was to have any evaluation done by a proposed evaluation unit internal to HRRC. Also proposed was the intent to have a research assistant assigned to the project team to: (1) monitor meetings and other related activities, (2) provide feedback to the operations staff, and (3) to prepare a final report. This second intent did not materialize for two principle reasons. One, there was very little field activity in the early period of the project; and, two, the individual assigned this responsibility left HRRC for other employment. Subsequently, the Teachers' Aide Project in Eckville called for evaluation requirements that could not be serviced by the project staff. This resulted in a commissioned evaluation endeavor that eventually set the format for the future. Effective April 1, 1970, an evaluation unit for Project SEARCH was established. This unit was given responsibility to develop an evaluation schema based on the operational plan and the overall objectives set out for the project.

Shortly after the establishment of this unit, it became apparent that there was a basic difference of opinion regarding its place and function in the organizational framework of the project. The project head contended in a memo to the Coordinator of Education Studies, dated September, 1970, that the separation of the evaluations and operations

components, as was planned, was undesirable. The final decision was that there would be two separate units, each functioning independently with regards to activities such as progress reporting, budget control, management, and other administrative functions. The evaluation unit had responsibility for all documentation and data collection insofar as it related to the evaluation of the project. The services of this unit were available to the operations group primarily on a consultative basis.

The two units of SEARCH continued as separate entities throughout the life of the project, and the evaluation unit has submitted a separate report of the project to HRRC.

In spite of the clear separation of responsibilities, the operations and evaluation personnel maintained close liaison, and both groups provided the other with needed information. Also, one of the members of the evaluation unit worked as a part of the operations group for a three-month period in 1972, when his services were vital to the ongoing activities in the field.

Project Staff

Project SEARCH was one of the first projects undertaken by the in-house staff of HRRC. Many HRRC projects were conducted by persons whose affiliation with HRRC was through grants-in-aid or commissioned research. SEARCH differed in that all staff, both operations and evaluations, were full or part-time staff of the Council.

When the concept underlying SEARCH was approved HRRC was a small organization just beginning to grow. Dr. E. J. Ingram had been named Coordinator of Education Studies but was not yet on site. Therefore,

the initial contact with the County of Lacombe was done by others who would later not be associated with the undertaking. It had been decided that Dr. Ingram would head up the project and that he would have two people working with him. There would be a full-time administrator to coordinate the day-to-day activities, act as a consultant to the task forces, document the project, and be responsible for budgetary control. In addition, there would also be a full-time research assistant whose primary duties would relate to evaluation. This person would also assist in the preparation of the baseline studies necessary for the planned summative evaluation.

When Dr. Ingram took up full time duties with HRRC on July 1, 1969, the research assistant, Miss Ada Brouwer, was on site and Mr. A. Cleveland, the administrator, had been named and would commence duties in August. The conception of SEARCH called for a Provincial Task Force, and two additional people were appointed as staff associates to sit on this body. These were Dr. Al MacKay of the University of Alberta, the principal investigator for the baseline studies for SEARCH; and Dr. Glyn Roberts of the University of Calgary. These staff associates were expected to make two days per month available to HRRC.

It must be remembered that the Provincial Task Force (PTF) proved to be dysfunctional in that policy decisions important to the project had to wait for this body to meet and often this was too late. The PTF was, therefore, disbanded in November, 1969, which necessitated a rearrangement of staff. Another important factor related to staffing was that, due to expansion of HRRC, Dr. Ingram found it increasingly difficult to devote the necessary time to the project. In December, 1969, major realignments

were made -- Dr. Ingram turned over the duties of project head to Dr. Roberts who acted in that role on a part-time basis for the duration of the project. Dr. MacKay, because of the demands of the baseline studies, ceased his affiliation with the field operations. Dr. Ingram did continue to service the project on a limited basis by acting as a consultant to the task forces through January and February of 1970.

The rearrangement of staff responsibilities, the creation of the evaluation unit, and the increased activities in the field gave rise to the need for additional assistance in the field. There was also need for closer liaison with provincial agencies concerned with education. As the result of a decision to involve the Alberta Teachers' Association in both the planning and operation phases of SEARCH, the ATA was asked to name a person who would act as a consultant in the project. The request was for someone who had experience in group process and background in counselling. Mr. Dave Clarke of Castor, who was an area professional development consultant for the ATA, was at that time attending the University of Alberta. He was appointed as a part-time research assistant. In the first instance, Mr. Clarke worked with the Eckville CTF but was later assigned to work with the Bentley CTF. When Mr. Clarke returned to the County of Paintearth school system in September, 1970, he continued, by special arrangement with that County, as a part-time consultant throughout the life of the project.

The first half of 1970 was a shakedown period for the SEARCH staff. Roles tended to be ill-defined and obscure. Individual perceptions as to desirable courses of action differed substantially. Part-time involvements and geographic separation of project staff made the necessary

interaction and dialogue virtually impossible. The end result was some evidence of conflict within the operations group. An attempt was made to resolve this conflict by a more discrete separation of activities and responsibilities for those having the most contact with the task forces in the field. This attempt was reasonably successful in that dysfunctional conflict within the operations group disappeared.

By September, 1970, it was apparent that the increased activity in the two communities concerned required additional servicing that could not be provided by existing staff resources. The services of Dr. Paul Adams of The University of Calgary were contracted to expand the total capabilities of the project staff. Dr. Adams stayed with the project through to its termination and assumed primary responsibility for work with the ECTF in the 1971-72 school year. The project head, Dr. Roberts, who had previously been closely affiliated with the activities in Eckville, was heavily involved in another undertaking called Project AIDE which necessitated the shift of this responsibility to Dr. Adams.

A change in personnel at the project administrator level occurred in April, 1971. Mr. Cleveland left HRRC to accept a superintendency in Alberta. Mr. H. Whyte took up the duties and responsibilities of project administrator. Mr. Whyte continued with the same field work that had been assigned to his predecessor. In addition, with the new component Project AIDE phasing in, he undertook administrative duties for that project and acted as a consultant in its field operations.

The last year of SEARCH, with its continuing field operations plus increased demands for documentation and preparation of the final report, required the addition of a full-time research assistant. Mr. D. Dykstra

was appointed in November, 1971, with prime responsibility to service Project AIDE but with specific assignments related to SEARCH.

Personnel, duties, responsibilities and organization changed throughout the life of the project. The organizational chart that best depicts the operational relationships of SEARCH (Years 2 and 3) is shown in Figure 4.

In summary, the project format faced many changes. The development of an organizational structure to fully coordinate the project was a mini-project itself and those involved learned much about staffing and management requirements for a field development project.

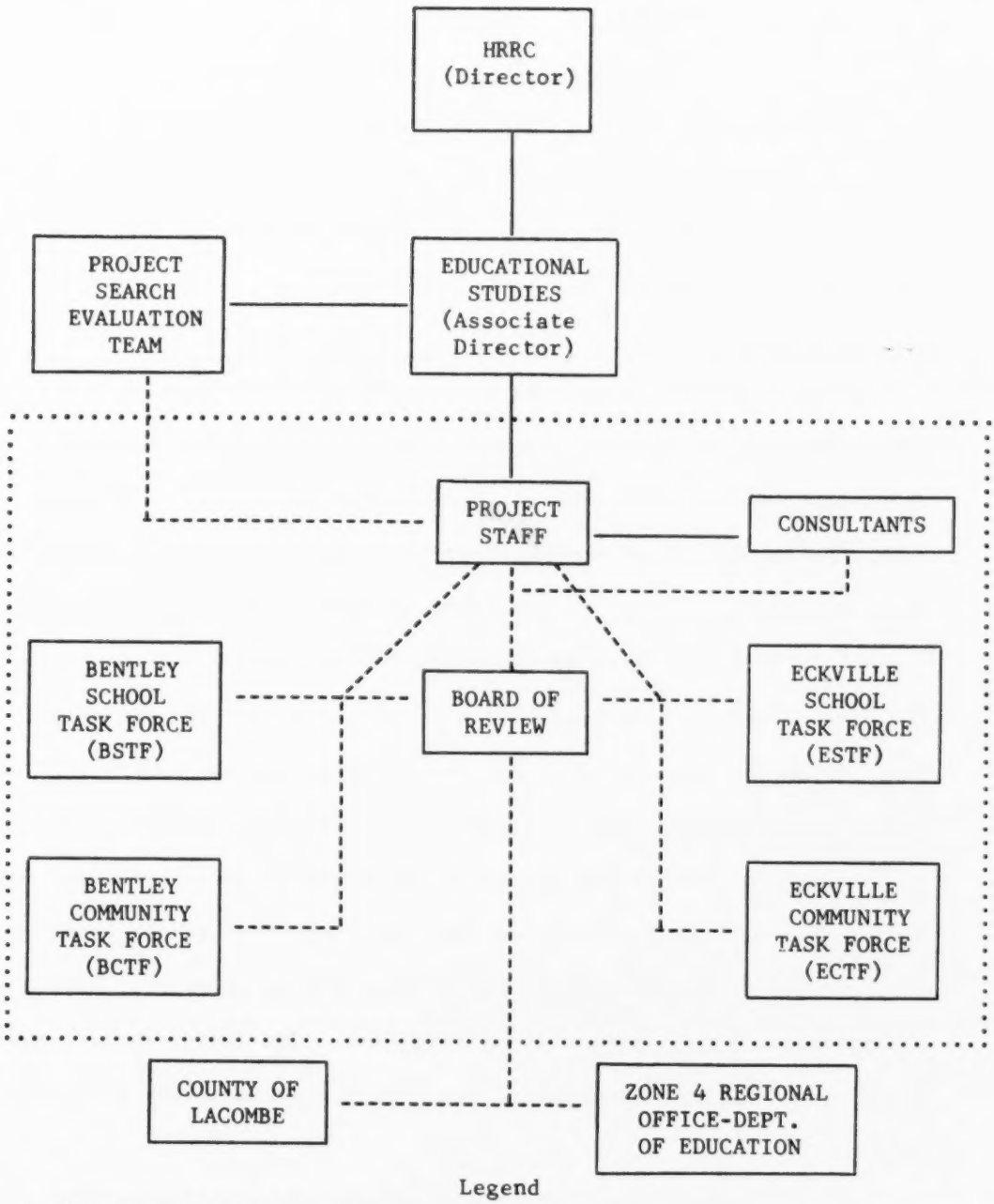


Figure 4

Operational Relationships in Project SEARCH
as of September, 1970

Chapter IV

Resources - Sources and Utilization

When one sees or hears the term resources he often thinks of either natural or capital resources. In this section of the report it is intended to look at the capital resources and also at the human and ideational resources as they apply to SEARCH.

Capital Resources

Project SEARCH, it must be remembered, was an in-house project of HRRC. In terms of capital resources this meant that the funding of the project was to come entirely from within the agency. In actual fact, the County of Lacombe made contributions to the School Task Force Trust Funds (Year 1) and to the Board of Review Innovations Fund (Years 2 and 3). It can be seen by reviewing Tables 3 and 4 that in terms of the overall cost of the project, the County contribution was relatively low. It should be noted that one of the major reasons underlying the County's contribution was to display a positive and tangible commitment to the project. There was expressed concern by a field personnel when the project was being introduced that the commitment of the County would not be readily evident. This concern resulted in efforts to have the County make a direct financial contribution. The County commitment, in terms of a financial investment, was viewed very favorably by the participants.

The following Table 3 gives a breakdown of expenditures for life of the project. It is noted that years coincide with the government's fiscal years and, further, that for Year 3 and the phase-out period (April 1, 1972, to August 31, 1972) expenditures for both Project SEARCH

and AIDE are combined. If one is interested in comparative figures, it is estimated that SEARCH accounted for two-thirds of the expenses, AIDE for one-third, during the latter two time periods. The estimate for SEARCH in Year 3 is $36,800.00 and for the phase-out period it is $9,500.00. Using these estimates, the total cost of SEARCH Operations would be $129,500.00.

Table 3

SEARCH/AIDE Operations Expenditures
April 1, 1969 to August 31, 1972

	Apr.1/69 to Mar.31/70	Apr.1/70 to Mar.31/71	Apr.1/71 to Mar.31/72[1]	Apr.1/72 to Aug.31/72[1]	Total
Salaries	$13,520	$24,118	$32,900	$12,460	$ 82,998
Personnel Benefits	665	570	876	468	2,579
Staff Associates	2,633				2,633
Consultancies	5,240	6,710	6,073	570[2]	18,593[2]
Office Assistance		90		282[2]	372[2]
Commissioned Research[4]	5,140	7,360	6,500	1,700[5]-surpl.	17,300
Staff - Travel	3,386	7,411	5,815	1,620[2]	18,232[2]
Other - Travel[3]	2,105	1,606	1,937		5,648
Meetings/Seminars	415[6]	396[6]	279	23	1,113
Supplies	39				39
Equipment			155		155
Removal Expenses		650			650
Other	600		67	53	720
Printing				1,000[2]	1,000
Yearly total	$33,843	$48,911	$54,602	$14,776[2]	
GRAND TOTAL					$152,032[2]

Budget Notes:
[1]Includes Project AIDE expenditures.
[2]Estimate only - includes all known expenses to July 31, 1972.
[3]Others travel is mostly for consultants.
[4]This figure is nearly all for grants to the Task Force Trust Funds.
[5]When the Trust Funds were closed a balance of $1700 existed which was returned to HRRC.
[6]Includes the funding of five Task Force Members to Small Group Leadership course.

When the capital resources and utilization of the resources are considered, a review of the trust funds is necessary. It is to be remembered that these were the only monies that were available to those persons based in the two participating communities. The following Table 4 details revenue and expenditures related to the Board of Review Innovations Fund.

Table 4

Board of Review - Innovations Fund

Receipts - September, 1970		
Human Resources Research Council		$ 6,000.00
County of Lacombe		2,000.00
Eckville School Task Force Fund[1]	HRRC	122.48
	County	73.48
Bentley School Task Force Fund[1]	HRRC	726.32
	County	726.32
Total		$ 9,648.60
Expenditures - September, 1970 to August, 1971		
Bentley - Individualized Home Economics		$ 1,511.93
Eckville - Driver Education Program		1,305.00
Eckville - Science Program		3,597.29
Bentley - Language-Arts Film Project		359.75
Total		$ 6,773.97
Receipts - September, 1971		
Balance Forward		$ 2,874.63
Human Resources Research Council		3,775.18

[1]Funds in excess of $1000.00 in School Trust Funds were transferred to the Innovations Fund by Agreement

Table 4 - continued

County of Lacombe	2,000.00
Intern Teacher Grant	605.00
Total	$ 9,254.81

Expenditures - September, 1971 to June, 1972

Bentley - Individualized Home Economics	$ 4,893.11
Bentley - Language-Arts Film Project	3,639.55
Eckville - Science Program	75.33
Total	$ 8,607.99
Closing Balance	$ 646.82
Funds transferred to HRRC	445.53
Funds transferred to County of Lacombe	201.29
Balance	$ Ø

Summary Statement

Net Human Resources Research Council contribution	$ 10,178.45
Net County of Lacombe Contribution	4,598.51
Net total	$ 14,776.96
Net Cost - Individualized Home Economics[1]	$ 6,205.04
- Driver Training Program	1,305.00
- Eckville Science Program[2]	3,267.62
- Language-Arts Film Project	3,999.30
Net total	$ 14,776.96

[1]Corrected for $200.00 Teacher Intern Grant
[2]Corrected for $405.00 Teacher Intern Grant

The following Tables 5 through 8, inclusive, detail the revenue and expenditure statistics for the four task forces.

Table 5

Eckville STF Trust Fund

Receipts - November, 1969	
Human Resources Research Council	$ 1,500.00
County of Lacombe	1,500.00
Supplement HRRC February 1, 1970	1,000.00
Total	$ 4,000.00
Expenditures - November, 1969 to August, 1970	
Teacher Aide Project	$ 2,804.04
Transfer to Innovations Fund	195.96
Total	$ 3,000.00
Balance	$ 1,000.00

As the balance was $1000.00 as of September 1, 1970, there were no funds receipted for the second year of the project.

Expenditures - September, 1970 to August, 1971	
Substitute teachers	$ 137.14
Supplies	56.67
Total	$ 193.81
Receipts - September, 1971	
Human Resources Research Council	$ 193.81
Balance	806.19
Total	$ 1,000.00

Table 5 - continued

Expenditures - September, 1971 to June, 1972	
Substitute teachers	$ 13.50
Closing Balance	$ 986.50
Funds transferred to HRRC	$ 633.63
Funds transferred to County of Lacombe	352.87
Balance	$Ø

Summary Statement	
Net Human Resources Research Council Contribution	$ 1,937.00
Net County of Lacombe contribution	1,073.65
Net total	$ 3,011.35
Net Cost - Teacher Aide Project	$ 2,804.04
- Substitute Teachers	150.64
- Supplies	56.67
Net Cost	$ 3,011.35

Table 6

Bentley STF Trust Fund

Receipts - February, 1970	
Human Resources Research Council Contribution	$ 1,500.00
County of Lacombe Contribution	1,500.00
Total	$ 3,000.00
Expenditures - February, 1970 to August, 1970	
Substitute Teachers	$ 147.36
Home Economics Workshop	400.00
Transfer to Innovations Fund	1,452.64
Total	$ 2,000.00
Balance	$ 1,000.00
No receipts for period September, 1970 to August, 1971	
Expenditures - September, 1970 to August, 1971	
Substitute Teachers	$ 259.28
Evaluation Workshop	163.95
Leadership Workshop	207.00
Miscellaneous	26.78
Total	$ 657.01
Receipts - September, 1971	
Human Resources Research Council	$ 657.01
Balance	342.99
Total	$ 1,000.00

Table 6 - continued

Expenditures - September, 1971 to June, 1972	
Substitute Teachers	$ 130.15
Materials	5.50
Film Workshop	716.50
Total	$ 852.15
Closing Balance	$ 147.85
Funds transferred to HRRC	87.20
Funds transferred to County of Lacombe	60.65
Net Balance	$ Ø

Summary Statement	
Net Human Resources Research Council Contributions	$ 1,343.49
Net County of Lacombe Contributions	713.03
Net Total	$ 2,056.52
Net Cost - Substitute Teachers	$ 536.79
- Workshops - Home Economics	400.00
- Evaluation	163.95
- Leadership	207.00
- Film	716.50
- Miscellaneous	32.28
Net Cost	$ 2,056.52

Table 7

Bentley CTF Trust Fund

Date	Receipts	Amount	Date	Expenditures	Amount
Feb. 1970	HRRC Contribution	$500.00	May 1970	Koziey Workshop	$ 60.00
			Sep. 1970	Balance	440.00
Dec. 1970	HRRC Contribution	60.00	Dec. 1970	Balance	500.00
			Jan. 1970	Consultation Skills Workshop	268.00
			Mar. 1970	Banff Small Group Leadership	100.00
			Mar. 1970	Petty Cash - Service	6.00
			Aug. 1970	Balance	126.00
Dec. 1971	HRRC Contribution	374.00	Dec. 1971	Balance	500.00
			Feb. 1972	CELDIC Workshop	77.00
			Mar. 1972	Xerox, Supplies, Telephone	63.85
			May 1972	U of A Extension	79.00
			June 1972	Leadership Workshop	143.20
			Apr. May June 1972	Telephone	36.54
				Balance (returned to HRRC)	100.41
					ø
	Net HRRC Contribution	$833.59		Net Expenditures	$833.59

Table 8

Eckville CTF Trust Fund

Date	Receipts	Amount	Date	Expenditures	Amount
Feb. 1970	HRRC Contribution	$500.00	Mar. 1970	Banff Small Group Leadership	$100.00
				Balance	400.00
Dec. 1970	HRRC Contribution	100.00	Dec. 1970	Balance	500.00
			Nov. 1971	Rental, Supplies	12.62
			Nov. 1971	Advertisement	25.48
			Nov. 1971	Telephone and Miscellaneous	31.00
				Balance (returned to HRRC)	430.90
					ø
	Net HRRC Contribution	$169.10		Net Expenditures	$169.10

Human Resources

The project had available to it, in terms of human resources, the personnel that were listed in the section dealing with the project staff. In terms of full-time employee equivalents, it averaged out to about two persons per year.

The utilization of the staff, in terms of servicing the project, can be seen in the following Figures 5 through 10. The staff attended a total of 59 meetings at Bentley and 68 meetings at Eckville, plus making innumerable trips to assist subcommittees, provide guidance in proposal writing, assist with evaluation of projects such as the home economics project and attendance at executive meetings. The staff was located in Calgary and Edmonton, except the one individual who lived in Castor. The result of the extreme geographic scatter of the project staff in relation to one another and to the location of the project was that considerable miles were driven. The following Table 9 details the respective staff mileages.

Table 9

Project SEARCH Mileage

Individual	1969/70	1970/71	1971/72	1972 Phase-out	Total
Cleveland	7,102	11,198			18,300
Clarke	180	10,079	4,853		15,112
Whyte		225	5,575	3,818	9,618
Roberts		6,713	1,208	277	8,198
Adams		3,028	1,820		4,848
Ingram	2,270	180			2,450
Dykstra			734	674	1,408
Others	1,740		760		2,500
Totals	11,292	31,423	14,950	4,769	62,434

FIGURE 5

Bentley
Frequency of Meetings

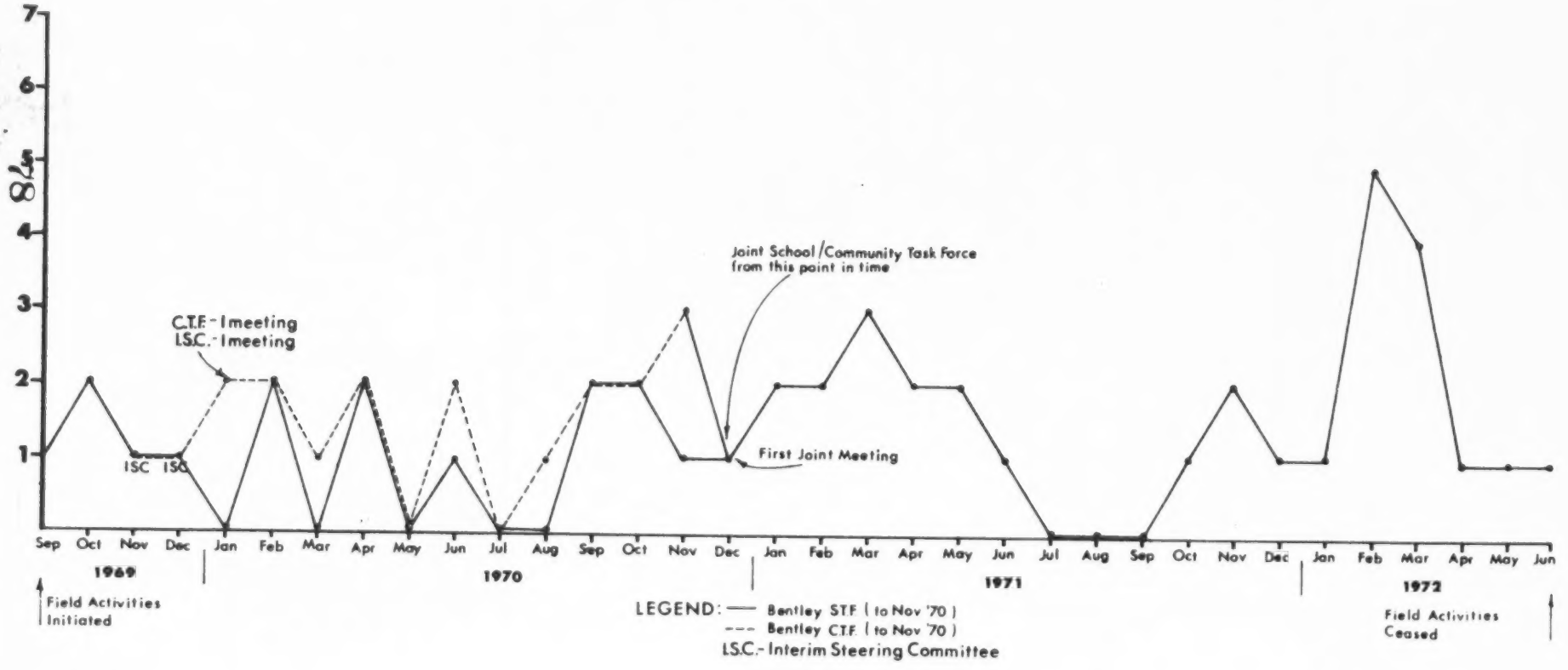

7
6
4
3
2
1
C.T.F.-1meeting
I.S.C.-1meeting
ISC ISC
Joint School/Community Task Force
from this point in time
First Joint Meeting
Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun
1969
1970
1971
1972
Field Activities Initiated
Field Activities Ceased
LEGEND: — Bentley STF (to Nov '70)
--- Bentley CTF (to Nov '70)
I.S.C.- Interim Steering Committee

FIGURE 6

Eckville
Frequency of Meetings

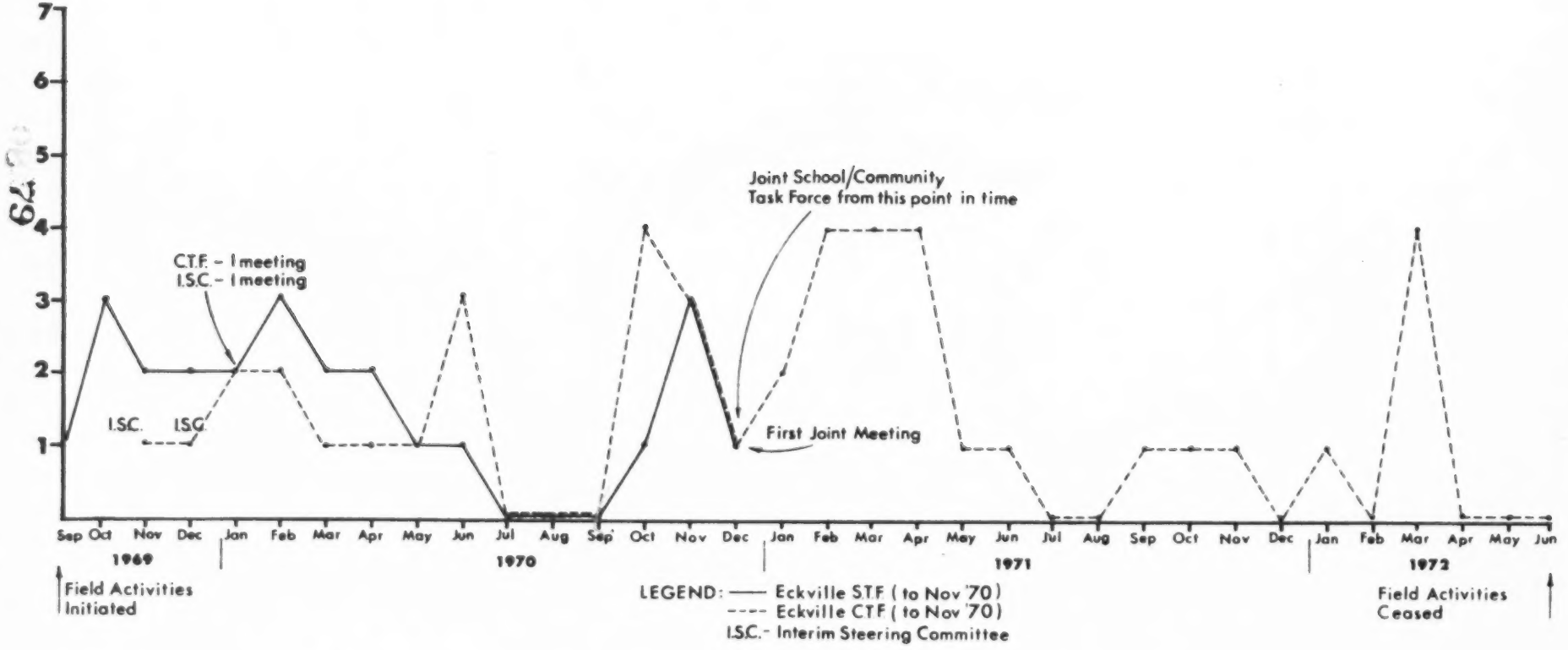
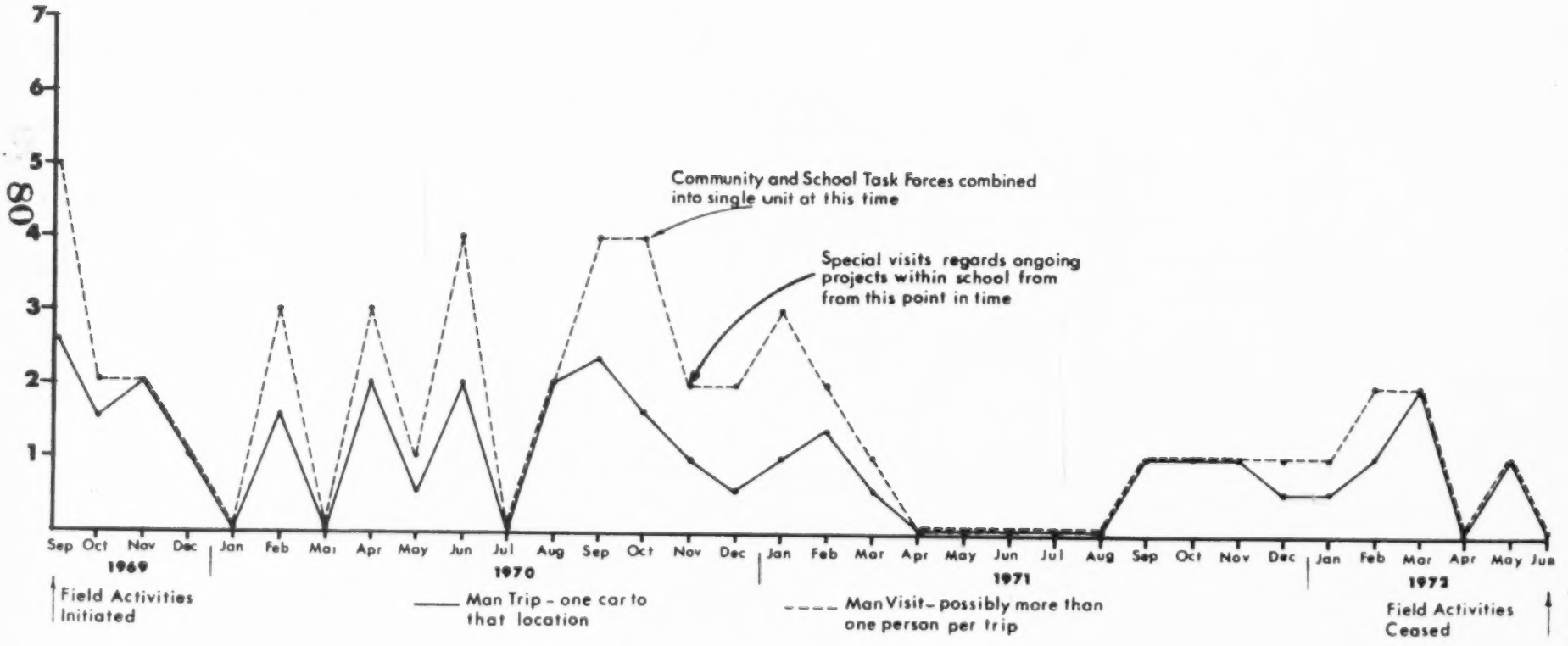


FIGURE 7

Bentley School Task Force
Man Trips and Man Visits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Community and School Task Forces combined into single unit at this time
Special visits regards ongoing projects within school from from this point in time
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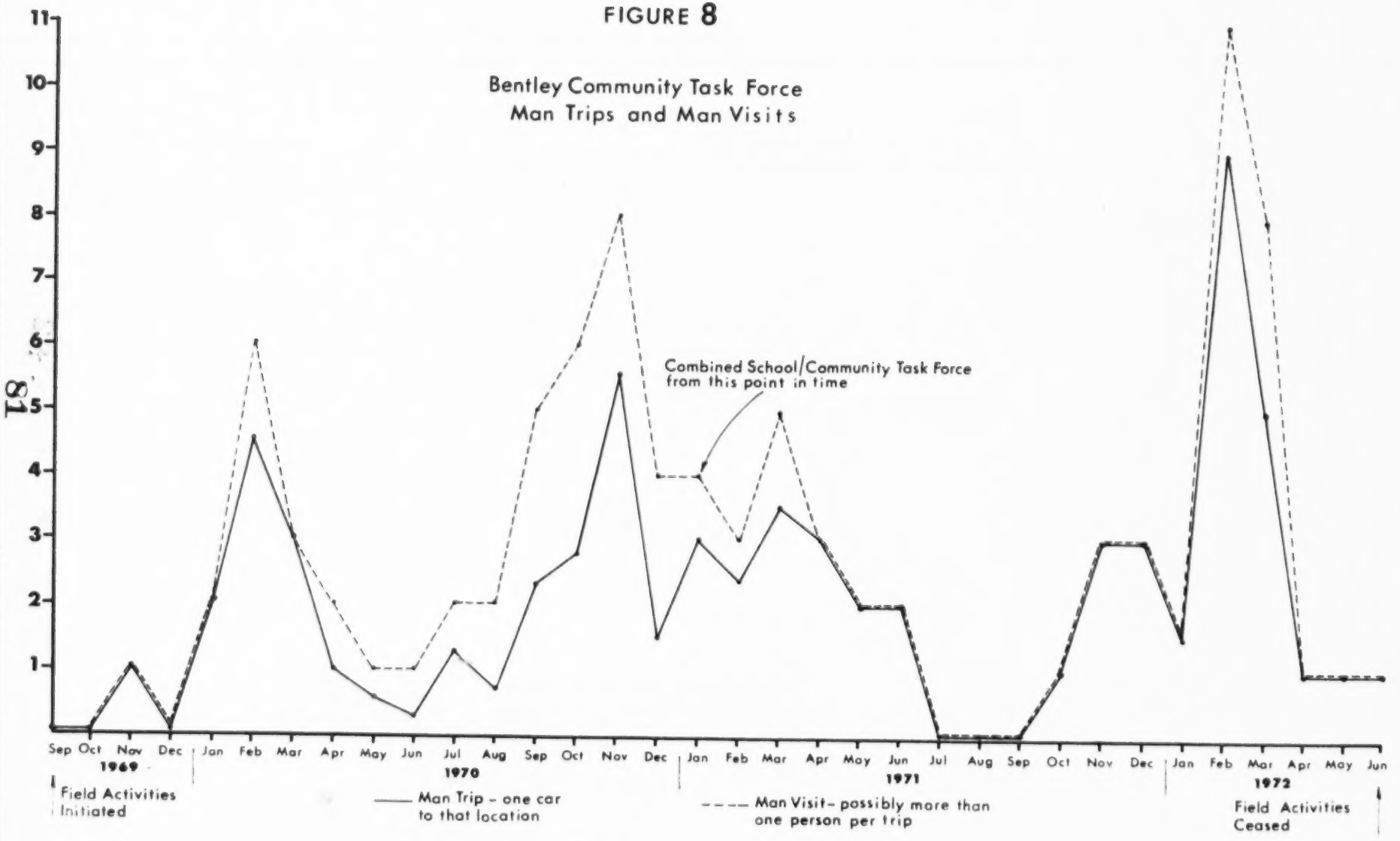
Field Activities Initiated
Man Trip - one car to that location
Man Visit - possibly more than one person per trip
Field Activities Ceased

FIGURE 8


Bentley Community Task Force
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Combined School/Community Task Force from this point in time
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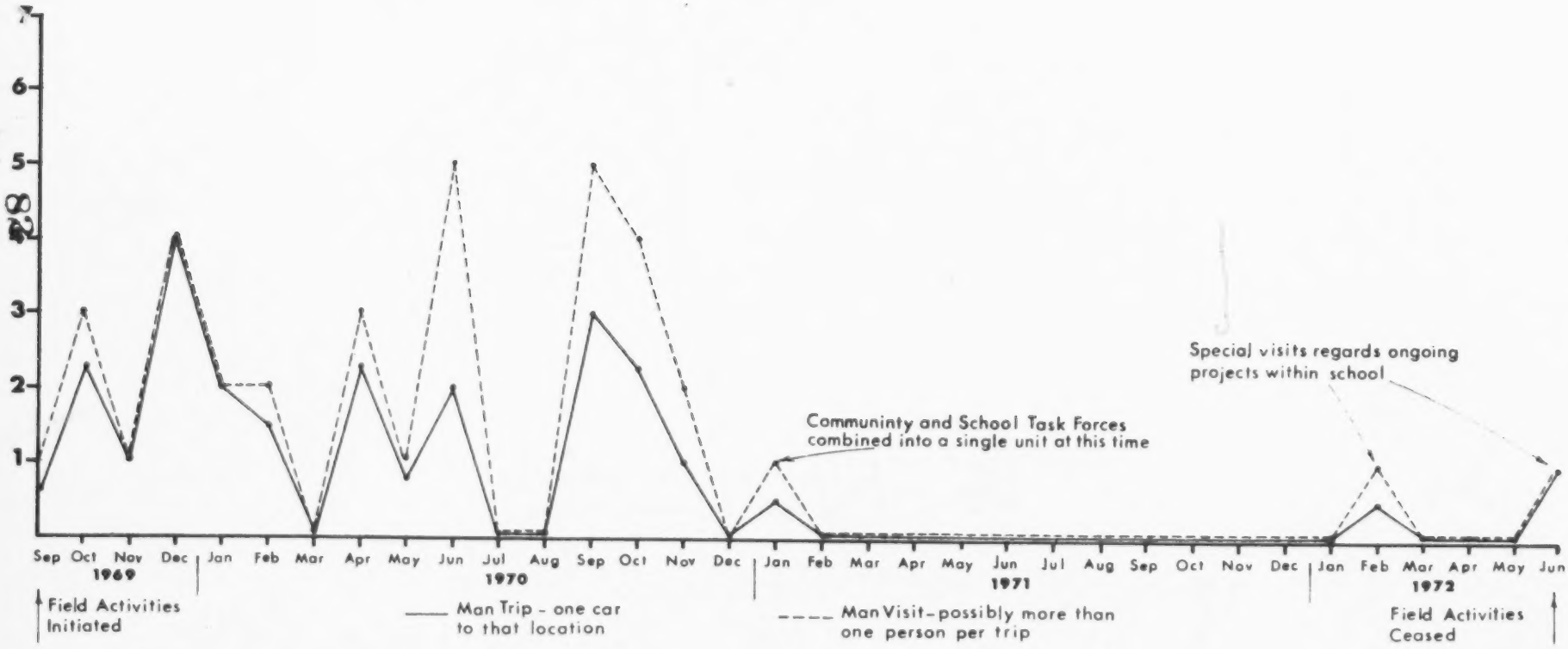
Field Activities Initiated
—— Man Trip - one car to that location
- - - - Man Visit - possibly more than one person per trip
Field Activities Ceased

FIGURE 9

Eckville School Task Force
Man Trips and Man Visits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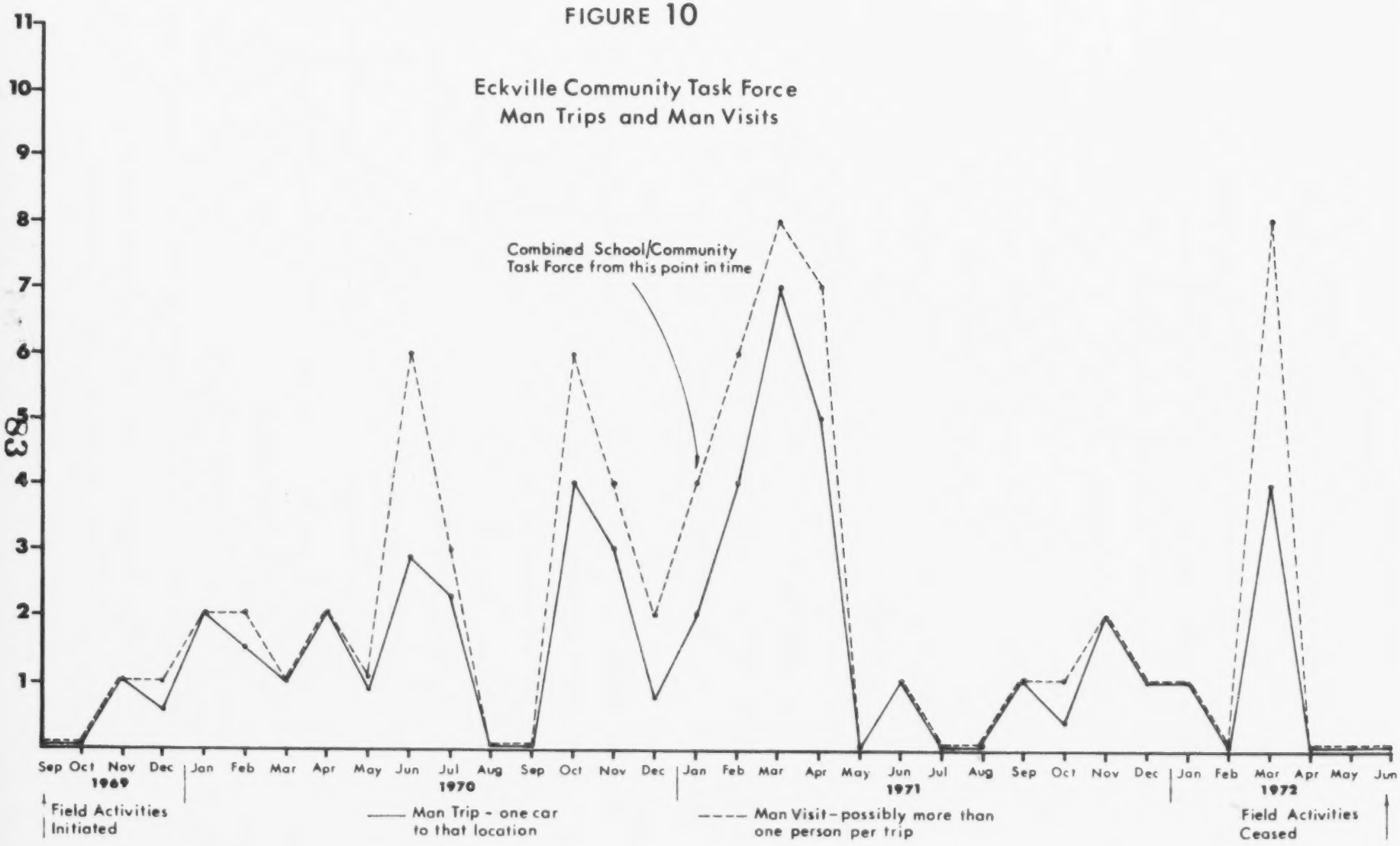
Communinty and School Task Forces combined into a single unit at this time
Special visits regards ongoing projects within school
Field Activities Initiated
Man Trip - one car to that location
Man Visit - possibly more than one person per trip
Field Activities Ceased

FIGURE 10


Eckville Community Task Force
Man Trips and Man Visits
Combined School/Community Task Force from this point in time
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1969
1970
1971
1972
Field Activities Initiated
—— Man Trip - one car to that location
---- Man Visit - possibly more than one person per trip
Field Activities Ceased

Based on the assumption that most of the mileage was covered by highway travel and at a speed of 50 miles per hour, then it can be calculated that 1,250 hours were spent driving. In terms of eight-hour work days, this would be equivalent to 156 days.

When the investment of human resources is discussed it is necessary to consider the community based participants as well as the project staff. No records have been kept on the number of hours of their involvement; however, a survey of the anecdotal records of the meetings indicated that in Eckville a total of 342 man-meetings occurred and in Bentley there were 452 man-meetings. A man-meeting is defined as one individual (other than the project staff or other resource personnel) -- a task force member -- attending one meeting. The meetings referred to include the CTF, STF, and joint CTF/STF sessions.

It is also necessary to consider the investment of time and energy by teachers in the CTF and STF project development work, especially in the three curriculum development projects. It was impossible to keep any kind of record but it is known that the four teachers most directly involved put in hundreds of hours of their own time in preparing, implementing, and improving their projects. The investment in time was extremely large, especially in the projects which centered on attempts to individualize instruction. All of the individuals concerned have admitted that the demands far exceeded even their wildest expectations.

One other area that relates to human resources is that of the training activities engaged in by the participants. Those involved in the project received a variety of training dealing with a wide range of concerns and endeavors. The following Table 10 details the type of training made available to and utilized by persons from the two communities.

Table 10

Task Force Human Resources Training

Type of Training	Numbers Involved	
	Bentley	Eckville
Small Group Leadership	4	2
Conflict	1	
Consultation Concepts	3	
Evaluation Workshop	1	
Learning Disabilities	4	
Group Process Skills	13 (local)	
Community Leadership	3	24 (local)
Communications/Issue Analysis Workshop	37 (local)	
Total	66*	26

*NOTE: The same person could have been involved in more than one type of training, so this figure does not indicate 66 different people.

Ideational Resources[19]

Ideational resources were the ideas used or available for use by all members of the project but, in particular, those available to the field participants. It was originally hoped that some classification of ideational resources could have been undertaken but the lack of time precluded such an operation. A very cursory examination, however, will be made of a few of the salient ideas that appeared to stimulate, guide, correct, or justify decisions and actions of the participants of the project.

One prime example relates to the Individualized Home Economics Project. The principal of the Bentley school, while on a visitation to the Western United States, had a chance to observe a home economics

project which he considered interesting and learned of a coming workshop related to it. He passed the idea on to the home economics teacher who attended the workshop. She then used the basic materials and ideas from the workshop to develop a program that was applicable to the local situation within the Bentley school. The program she developed was later rebuilt. The final product had little resemblance to its forerunner. The important factor was that new ideas were made available to and utilized by the participant. There were many other similar cases within the history of SEARCH.

Another example of ideational resource utilization relates to the attempts to develop objectives for the Bentley school. The Bentley CTF members undertook a series of workshops to prepare themselves for the conducting of small group discussions. They learned how to utilize communication skills, how to deal with conflict, and how to facilitate and motivate small group discussions. These people were then able to go into the community and gather numerous ideas that formed the basis of a report to the County School Committee. These same skills were utilized fully after the school was destroyed by fire when the collection of data and ideas from the community was so urgently needed to facilitate decisions about the rebuilding of the school. In these particular instances, the source of important ideas was not the experts, not the task force members, but the people themselves. The people who were to be most affected by the decisions were able to voice their ideas and play a vital role in the decision-making process.

The importance of adequate ideational resources cannot be stressed too much. Without ideas and, in particular, the ideas of the people participating in and affected by a field development project, it has little chance of success.

References

Section I

Chapter I

[1]Government of the Province of Alberta, An Act to Establish the Alberta Human Resources Research Council, p. 2.

[2]Downey, L. W., The Small High School in Alberta, Edmonton, Alberta, The Alberta School Trustees' Association, 1965.

[3]A much more detailed rationale, with explanations of the studies, is found in the proposal for Project SEARCH. Programs that were initiated early in the history of HRRC were coded by program areas and SEARCH was coded 501. The acronym "SEARCH" developed from the title "Selection of Educational Alternatives for Rural Change," the formal title for Project 501. The proposal is an unpublished document of HRRC approved in March, 1969.

[4]Alberta Human Resources Research Council, Prospectus 1969-1970, Edmonton, 1968, p. 44 (mimeo).

[5]Alberta Human Resources Research Council, Project SEARCH (Project 501 - Selection of Educational Alternatives for Rural Change), undated, (mimeo).

[6]Ibid., pp. 8-9.

[7]Ibid., pp. 10-13.

[8]Gardner, John W., Annual Report of the Carnegie Corporation of America, New York: Carnegie Corporation, 1962, pp. 3-13.

[9]Alberta Human Resources Research Council, Second Annual Report to the Legislature, Edmonton, March, 1970, p. 5.

Chapter II

[10]The Ad Hoc Advisory Task Force consisted of personnel from the ATA, ASTA, Department of Education, The University of Calgary, The University of Alberta, and The Human Resources Research Council. The purpose of the group was to advise on the feasibility of projects and give advice on the direction projects were taking. The Ad Hoc group later became a standing Advisory Committee (of expanded size) to the Education Studies Area of HRRC.

[11]The description of the County of Lacombe with statistical data is discussed at some length in the "Baseline Studies" for Project SEARCH. The information included in this report is taken from that source.

[12]Dr. D. A. MacKay, Principal Investigator, Project SEARCH, Baseline Studies, Alberta Human Resources Research Council, Edmonton, March, 1970 (mimeo).

Chapter III

[13]A term used by the group for open-ended questions.

[14]The term "Survey of Need" is used to describe a total survey of a school or county geographical region including such factors as census data, birth rates, population migration, school bus routes, existing school utilization, program offerings, etc. The "Survey" is usually conducted by a small Department of Education team in association with selected school jurisdiction officials. The Departmental team undertakes responsibility to write the "Survey" as a report, which is distributed to the Minister of Education and to the school jurisdiction involved. The Survey may or may not include recommendations, but does include alternatives on schooling requirements.

[15]The term "Statement of Need" refers to a document, based on the data collected in the Survey, which is submitted to the Department of Education and which spells out why a school is needed in a specific location. The preparation of the Statement is done by the school jurisdiction requiring new facilities.

[16]County of Lacombe letter to HRRC, dated November 19, 1969, and HRRC letter to the County of Lacombe, dated December 2, 1969.

[17]The Board of Review was a joint County/HRRC/Community/School committee with duties including receiving proposals for innovative projects and funding, where applicable. This Board is referred to in a later section of this chapter and also in Appendix I.

[18]HRRC letter to the County of Lacombe dated May 2, 1969, and County of Lacombe letter to HRRC dated May 15, 1969.

Chapter IV

[19]The concept of ideational resources is dealt with fully in: Bakke, E. Wight, "Concept of the Social Organization," Modern Organization Theory, Mason Haire (ed.), Wiley & Sons Inc., New York, 1959.

SECTION II

PROJECT AIDE

Association for Innovation and Development in Education

Introduction

Project AIDE was originally conceived to be a field development activity of HRRC with a minimum of three years active involvement with the participating systems. The project had been initiated and field activities had been ongoing for eight months when the intent to close HRRC was announced. Some activities were ceased immediately, and the remainder by June 1, 1972. This report of Project AIDE will, therefore, be of limited length.

Chapter V

The Concept and Initiation Phase

Concept[1]

Project AIDE was conceived as a collaborative venture involving various provincial agencies and several volunteer school systems concerned with the management of change. It was originally planned to have six to twelve participating schools. The project was proposed to focus on the process dimension of change endeavors with a hope that a more clear conception of the total change phenomena could be developed. The project, similar to SEARCH, was to focus on the concept of "self-renewing" systems.

Self-renewal suggests that persons will become introspective, self conscious and reflective, juxtaposing stated goals to operation achievements in order to determine where they are falling short of their targets. It means that school personnel will discover for

themselves viable solutions to the host of problems they face. It implies that educators become integrative, looking for broad solutions to issues instead of ready-made, piecemeal and often temporary answers. It requires that professional staff, students, and parents cooperate in the problem solving process instead of looking for packaged answers in isolation.

To achieve this, it was felt that at least three conditions must be met:

1. Educational institutions must be kept in a state of readiness.
2. Educational institutions must be helped to help themselves.
3. The managers of change must focus on the process as well as the content of change.

It was believed that (1) a state of self-renewal does not come about automatically and that (2) the essential processes were grounded in broadly based involvement in policy making.

The planners of AIDE thought that a "temporary system," that is, a special system cutting across the boundaries of existing permanent systems for a comparatively short period of time, would encourage a spirit of self-renewal and allow for the studying of the change process. The purpose of structuring a temporary system was to bring people together, who had a mutual interest in the innovative process so that they could discuss common problems and provide each other with the measure of support needed if they were to break away from some of the restrictive and established practices.

It was, therefore, with the concept of "self-renewal" and the promises of a temporary system in mind that AIDE was launched.

The planners of AIDE had received their ideas from two sources. They had reviewed extensively the literature from /I/D/E/A/, the Institute for Development of Educational Activities, and had made an on-site visit to the "League of Cooperating Schools" in Southern California. They believed Alberta to be ready for a similar type of venture and prepared a proposal based on the ideas they had collected.

Objectives

The objectives for AIDE were developed with due consideration of two trends prevalent in education today. One was the trend for teachers, schools, and school systems to change their mode of operating and the other the increasing emphasis on accountability. The needs, it was speculated, were to assist educators in finding ways and means of more effectively determining the goals of their operations, analyzing their existing programs, searching for and selecting more effective and efficient alternatives to their present program; evaluating these alternatives in terms of the stated goals, and making the necessary change in their operations. The process of carrying out the above stated activities was called "managing change."

The general purpose of the project, as stated by its originators, was "to assist educators in improving their skills and mechanisms for 'managing change' and to facilitate the development of more adequate 'change managing' models."[2]

The more specific objectives of the project were:[3]

1. To create a special system for developing more effective means of managing change and for studying the change process:
    a. to develop organizational mechanisms, both within educational systems and the organizations and agencies working with school systems, for more effectively dealing with change.

b. to isolate the most relevant skills required for system personnel and for other persons working with teachers and systems in managing change, and to develop effective and efficient means of fostering these skills.

2. To create a setting in which educators can share experiences, confront common problems, and develop solutions for them.

3. To assist in the introduction and evaluation of innovative practices in Alberta schools.

4. To improve the existing educational programs in the participating schools and systems.

The anticipated outcomes of the project included:[4]

1. Increased knowledge and skill on the part of educators involved in the project, in managing change.

2. Increased knowledge and skill on the part of the collaborating provincial organizations in assisting educators and educational organizations manage change.

3. More effective structures and mechanisms for institutional planning in the participating schools and systems.

4. Improved programs in the participating schools.

5. Publications, seminars, conferences, and short courses designed to disseminate the findings and products of the project.

The project was to have both a "substantive" and "process" focus. The "substantive" focus was to be the primary concern of the collaborating schools. The "process" focus would be the major concern of HRRC and the other provincial agencies participating in the endeavor.

Initiation

The proposal was accepted by both the HRRC management and its governing Council in the fall of 1970. A proposal was sent to all school jurisdictions in Zone 4 (the region serviced by the Red Deer Regional Office of the Department of Education). An initiating conference was held in early 1971 with 30 persons (mainly trustees, superintendents and principals) attending. In all, eight school jurisdictions, the Alberta

Teachers' Association, the Alberta School Trustees' Association, and HRRC were represented.

This initiating conference was followed by a meeting of representatives of the provincial agencies that were involved. Prior to this meeting Dr. Glyn Roberts and Mr. Hal Whyte had been named project head and administrator, respectively. The Department of Education had earlier indicated they would make available to the project one of its staff members. Dr. John Bacon was the person selected. At that time, Dr. Bacon was completing Ph.D. studies at the University of Alberta and did not officially commence his duties with the project until August 1, 1971. The three staff members met in mid-April and prepared a plan that was presented to the meeting of representatives of participating provincial agencies in late April. The plan was endorsed with minor modifications and was to serve as the major agenda item at a subsequent meeting with the collaborating school systems.

The plan (Appendix K) was presented to the principals of the collaborating schools on May 13, 1971. If the plan is perused, it is noted that six schools are shown on the organization model. In the period after the initiating conference, the six schools listed had indicated some willingness to join the project. It was anticipated that these schools would form the nucleus of the undertaking. The plan lists the human resources that were available to the project and gives the staffs' interpretation of the objectives. The project staff saw their role to be primarily consultative in nature. In addition, training sessions in the skills and capabilities required to manage change would be developed.

Project AIDE, then, was initiated and field activities were set to commence in May, 1971.

Chapter VI

Evolution of an Operational Format

Early Field Development

The planned meeting of May 13 took place, with principals from David Thompson High School (Rocky Mountain School Division), Wm. Hay High School (Stettler School District), and Drumheller Composite High School (Drumheller Valley School Division) in attendance. Of the other three schools that were expected to be represented, two principals had resigned their positions and the third school jurisdiction had decided against participation. Of the three principals in attendance, one was still doubtful about participating and had decided to attend the meeting only because a certain individual was on the project staff. In addition, he wanted to determine if a curriculum project already initiated at his school would link with the proposed undertaking. The project started on shaky legs. The original criteria for a "go" situation was that there be a minimum of six schools. At that point, it was doubtful if the required number would be involved. It was decided to continue for at least the very near future in the hope that other schools might become interested in participating. However, no active soliciting was to be undertaken, but if other schools, on learning of the direction of the project, wished to join, they would be allowed to do so.

The initial meeting with the principals went extremely well and, though the numbers were small, the operational format was of interest to them. Two systems indicated they would continue and the third principal said he would advise his system to join as well. At this meeting, the principals expressed a need for a training session on planning skills and requested the staff to plan a session on this area of concern.

The staff prepared and presented a session on planning skills to the principals on June 7, 1971. The activities of this session included:

1. A review of several planning models.
2. A communication exercise.
3. A review of network systems.
4. An exercise in the development of a simple systems network.
5. A discussion of ways to identify problems.
6. An "educational policy" simulation exercise devised to make participants better prepared to make decisions related to planning activities.

One of the principals, in commenting at a later date on this session, stated "I insisted that the change be carefully planned along the guidelines laid down at the Stettler meeting. Although the teachers did not like the process, it made them plan and organize the change more carefully, and the results reflected the careful planning that went into it."[5] Another principal stated, "We all learned a great deal about a formal or scientific approach to planning. This is something we will be able to use regardless of whether we accomplish anything else with Project AIDE."[6]

The project staff intended to develop additional training sessions during the course of the project. The staff had decided that in no case would they initiate training activity and that additional sessions would not be held until a readiness was expressed. No further training sessions were held during the short life of the project.

By mid-June the staff was concerned about what might happen to the project. There were considerable resources, especially human and ideational, available and there was no doubt that adequate support could be

given the participating systems. The staff, in wanting to make full use of the available resources and to increase the payoff for the supporting organizations, prepared a proposal (Appendix L) to revise the operational format of the project. Subsequent to this proposal, the staff had met with the administration of the Drumheller Valley School Division, and a plan to expand activities within the Drumheller system had been developed. The proposal, therefore, incorporated the ideas of that meeting and recommended that the operational format of AIDE be adjusted to accommodate all schools within the Drumheller Valley School Division. The proposal also provided for the possible later expansion of the project to include other systems (either rural or urban). HRRC approved the proposal in late June, 1971.

With the approval of the proposal the staff met in early July to develop a revised operational format. At that time it was decided to:

1. Allow the Stettler and Rocky Mountain School systems to join AIDE on a system rather than a single school basis, if they so desired.
2. Allow no immediate expansion beyond the three systems then involved.
3. Not initiate any formal training schema.
4. Ask all participants to maintain a log of their AIDE activities.
5. Meet with the Department of Education to bring them up to date on the project.
6. Meet with the Regional Offices of Zones 4 and 5 of the Department of Education to advise them of developments within the project.

At the same time, a documentation procedure and a communication network were developed and a final organization structure for the project determined. The final structure is shown in Figure 11.

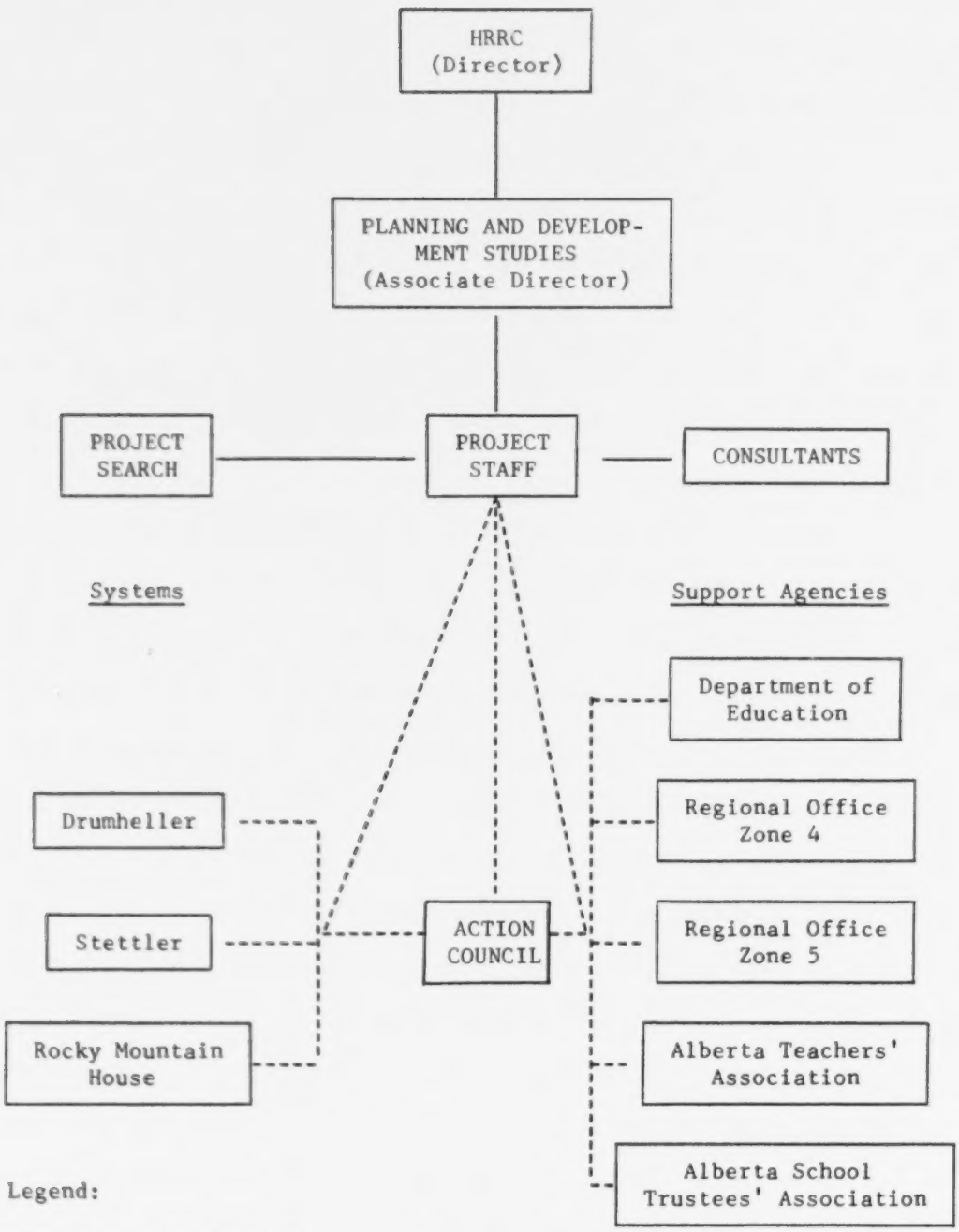

Figure 11

Operational Relationships in Project AIDE
as of July, 1971

The AIDE staff met with the Deputy Minister of Education and five senior Department officials in August, 1971. The meeting was essentially to advise the Department of the project plans, determine possible communications links, and determine possible roles that might be played by the Regional Offices. There was consensus that there should be cooperation between the Department and the AIDE project and particular emphasis was made of the need for cooperation between the project staff and the Regional Office staffs. Throughout the short life of the project, close liaison was maintained with the Red Deer and Calgary Regional Offices of the Department of Education.

Dr. Bacon, located in Edmonton, assisted the Stettler and Rocky Mountain House school jurisdictions. Dr. Roberts and Mr. Whyte worked primarily with Drumheller because of their Calgary location. All staff members were available to any school jurisdiction if and when required.

The representatives of the collaborating systems and support agencies had determined when they first met that they would function as the policy making group and be known as the Action Council. The first Action Council meeting was held May, 1971. The second and last meeting of this group occurred in December, 1971, with the superintendents and participating principals from the Stettler and Rocky Mountain House School Systems, the AIDE staff, representatives from the ATA, the ASTA, and HRRC in attendance. The Drumheller system was involved in a teacher strike at the time and was not represented. The group discussed dimensions of possible future membership and action. Representatives present described in detail relevant activities to date. This created much discussion and helped clarify various points about the activities being undertaken in the

respective systems. Mr. Bob Smith, principal of David Thompson school, in reporting this meeting, stated:

> I was put through the grill and made to clarify and justify the philosophy and general organizational mechanics of the program in which we were involved. This was an excellent exercise in clarifying and justifying the innovations to other educators and was a thoroughly enjoyable experience.[7]

The Action Council was found to be a useful vehicle for providing for information exchange. With the announcement of the intended closure of HRRC, the Action Council died. Whether the systems will continue to function in the interactive manner established is not known at the time that this report was written.

This section of the report has summarized the activities to initiate and maintain Project AIDE. As projects within participating systems developed in different directions their activities are discussed separately in the next chapter.

Chapter VII

AIDE Organizational Components

This section of the report discusses the developments within each school jurisdiction and also the project staff.

Drumheller Valley School Division

The original involvement of this system was through the participation of the composite high school and its principal. However, when it seemed fairly certain that the project would continue, the project staff, in an attempt to obtain maximum utilization of the resources available, undertook an exploratory meeting with the superintendent to examine the possibility of expanding the project within his particular system. The result of this meeting was a proposal (Appendix M) presented to the Drumheller school board and to HRRC. Both parties accepted the proposal in June, 1971, and the Education Planning Advisory Group (EPAG) was born.

The EPAG was composed of the superintendent, deputy superintendent, principals of the four schools, plus the principal of the one separate school (who was invited to join after the first meeting), and two HRRC representatives. A third HRRC representative was added in November, 1971. The main purposes in establishing this group were:[8]

1. To assist in the development of short, intermediate, and long range plans for the servicing of educational and related social needs of persons resident within the boundaries of the Division.
2. To provide the members of the group an opportunity to increase their skills and capabilities regarding the planning process.
3. To assess:
    a. The extent to which such a planning group might increase the functional effectiveness of the system.

b. Some of the problems related to the operation of a planning group that involves all levels of the educational endeavor.

The structure of the EPAG called for the superintendent to be chairman. It also stipulated that the AIDE staff be non-voting members and that they serve in a support capacity to facilitate the work of the group. The EPAG met a total of seven times during the school year. As well there were innumerable subcommittee meetings for the membership of this group.

The early part of the year was spent in establishing a base from which to work. The main targets for the group were to establish educational goals, devise or determine methods to identify those goals, and to develop a monitoring system so that it could be ascertained if the schools were moving towards the established goals. A random list of 12 assumptions was developed in an attempt to establish a direction and extent of commitment. These assumptions were:

1. Present state of education in Drumheller can be improved.
2. A commonality of goals (expectations) is desirable.
3. There exists divergence in expectations.
4. A major problem (present and future) will be "poor" communication between:

    Teachers and parents
    Teachers and students
    Parents and students
    Central office and community at large
    School system and post secondary institutions
    Board and principals
    Principals and teachers
    School system and business community
    Level and level
    Separate and public components of the system

5. We don't know what happens to our clients (students) after completion of school.
6. We have no reading as to the "effectiveness" and/or "efficiency" of our system.

7. Goals for our system to be influenced by:

   Clients of our schools
   Parents
   Local and other employers
   Taxpayers
   Receiving institutions
   Educators and administrators
   Trustees
   Government

8. This group can and will clarify educational objectives using information from groups in No. 7.

9. The operation of our system will improve if goals and objectives are clarified.

10. There will be much work involved.

11. We are prepared to do "much"wwork.

12. We can get "help" to do much work.

The first assumption was considered to be of salient importance. Three tasks related to this assumption were identified as being most urgent. These were:

1. Clarification of educational objectives for the system.

2. Improvement of communication as related to assumption 4.

3. Evaluation of the present performance of the system.

The task of "improvement of communication" was set aside and was not discussed before the withdrawal of HRRC. With regards to the other two tasks, three subcommittees were established for the purpose of:

1. Evaluating present policies as laid down in the Policy Handbook of the system.

2. Evaluating the current performance and capabilities of the system.

3. Assessing the expectations for the system as held by students, teachers, and parents.

Early in 1972 an evaluation of the operation of the Drumheller

Valley School Division was undertaken by a visiting Department of Education team of 15 persons over a two-week period. The 91-page report of the team, received on April 10, 1972, covered the following areas of concern:

1. The administrative components of the system.
2. Selected areas of instruction including:
   a. Industrial Education
   b. Language Arts
   c. Mathematics
   d. Physical Education
   e. Science
   f. Second Languages
   g. Social Studies
   h. Junior High School Options
3. Counseling and guidance services.
4. School buildings and facilities.

The subcommittee responsible for analyzing existing Board policy reviewed the Division's Policy Handbook and discussed their findings with the total membership of the EPAG. Due to the termination of HRRC, the analysis of policy was not as extensive as was originally intended. However, the activities of this subcommittee did prompt further examination of the Handbook and the initiation of efforts to effect some revisions.

The third subcommittee activity was to assess community and client expectations, and this was done in two ways. A Local Incentives Program, sponsored by the Federal Government, had been established in Drumheller to undertake a multi-facited survey of the community. Educationally oriented questions were incorporated into this survey on

the initiative of the subcommittee. The results of this undertaking were made available to EPAG in late May, 1972. The subcommittee also prepared its own questionnaire for administering to students, teachers, and parents. For a variety of reasons, this survey instrument was not submitted to the intended target groups. It is planned that this survey be undertaken in the 1972-73 school year.

A study of various reference group perceptions of future oriented issues was provided by Mr. Pat Hutchinson, a graduate student at the University of Calgary. The approach used in his study was to present to five reference groups -- students, teachers, parents, administrators, and trustees -- a list of potential futures. The members in each group were to indicate the desirability held for the priority to be given, and the investment that should be made to achieve or prevent each of the potential futures. This particular input was well received. The superintendent, in discussing the study, stated:

> I feel that the very nature of the brainstorming session which occurred immediately following the completion of this survey, was most rewarding. Every administrator had an opportunity of reacting to or contributing ideas about the future of education in the Drumheller Valley. This gave everyone present a better understanding of the other person's outlook, his biases, and his commitment to the improvement of education generally in the Valley.[9]

These activities consumed most of the available time through the winter and spring of the 1971-72 school year. The EPAG met with the staff of Project AIDE for the last time on June 1, 1972. At that particular meeting, with a wealth of information at its disposal, a plan was established whereby the Drumheller system would continue the activities that had been initiated by AIDE. The intended plan will strive to achieve greater and more varied involvement of selected

reference groups of the system in its efforts to improve the educational services provided the residents of the Drumheller area.

Rocky Mountain House School Division - David Thompson High School[10]

The principal of the David Thompson School had some hesitation about participation in AIDE. The school had initiated a project in the spring of 1971 and was unsure of whether it could be included in AIDE or not. The principal, however, decided to attend the May meeting. At that time a firm direction had been set for AIDE, and he found his school's project would fit into the planned operational format. A decision was made at that time to participate.

The project at David Thompson High School was concerned with its programs in mathematics and science. The principal and staff believed that in spite of satisfactory students' marks, a certain apathy tended to exist on the part of the students. It was believed that if an attempt were to be made to achieve a greater degree of individualization in the presentation of these two subjects that students would tend to be more enthusiastic. The project in the David Thompson School had been fairly extensively planned at the time AIDE became operational and had also been approved by the Divisional Board. The school staff was planning on presenting the project to the Department of Education for assistance from its Innovative Projects Fund at the time contact was made with the AIDE project.

The AIDE personnel met with the principal and the teachers involved in June 1971 to discuss the broad dimensions of their undertaking. Following this meeting, Dr. John Bacon, who had been assigned to work as the AIDE resource person with this school, was requested to assist the staff

in writing the proposal for Department of Education financial support. Dr. Bacon spent three days in August, 1971, assisting in the development of objectives for the project and in the selection of tentative evaluation strategies that might be used to evaluate the success of the intended project. Considerable time was spent in the fall of 1971 writing and rewriting the proposal to meet the requirements of the Department of Education. The proposal was submitted to the Advisory Board of the Innovative Projects Fund in October, 1971, and approved in principle, subject to some minor changes in the budget. Final approval for the project was granted in January, 1972.

Dr. Bacon made 17 visits to the school to discuss the progress of the project and to assist, wherever possible, in finding solutions to problems encountered by the school's project staff. Dr. Bacon also assisted the Department of Education's Red Deer Regional Office in conducting an evaluation of the objectives for the innovative endeavor.

The final evaluation of the project indicated success in that the degree of student apathy had been reduced while, at the same time, the level of student achievement was raised. A student attitude study revealed that students had developed a much more positive attitude toward the subject areas of concern. The Grade 12 departmental examination results (January, 1972, series only) surpassed the expectations of the staff and principal, with credit for these improved results being given to the project.

There were plans for expansion of AIDE activities within the Rocky Mountain School Division at the time of the announced phasing out of HRRC. The AIDE staff was unable to assist in any further undertakings

with one exception. Assistance was given the Division in writing of a proposal for another innovative endeavor at the elementary level. The involvement of AIDE in the Rocky Mountain House School Division was essentially completed by March, 1972.

Project AIDE's contributions to the David Thompson High School Math-Science Project were, for the most part, related to problem solving, evaluation, project management, and proposal writing.

In summarizing the involvement, Dr. Bacon stated, "It is possible that the Math-Science project would have been undertaken without the assistance of AIDE. However, those directly immersed in the project . . . appreciated the contributions of AIDE."[11]

Stettler School District - W. Hay Composite High School

The principal of the Stettler High School did not participate in the original AIDE meeting and his first contact with the project was in May, 1971. At that time a team-teaching project was being considered by the school personnel. However, due to staff turnover, this project was never initiated, and by September, 1971, a project dealing with communication in the school and with the community was being considered.

The development of this project was slow. An initial attempt to undertake an assessment of communication effectiveness did not develop as planned. At the time of the removal of the AIDE staff from the scene, because of the forthcoming closure of HRRC, some alternative approaches for the communications project were being considered by the principal.

In summary, the activity level of AIDE in Stettler was low. The AIDE staff assisted and encouraged where possible, but a variety of

difficulties and conditions thwarted efforts to effect any significant achievements.

Project Staff

The staff for Project AIDE was selected after HRRC had established the initial contact with field personnel. Dr. Glyn Roberts of the University of Calgary, already associated with the Research Council as head of Project SEARCH, was asked to assume a similar role in AIDE. Mr. Hal Whyte, project administrator for SEARCH, undertook the same responsibilities for this new HRRC endeavor.

As was noted earlier, the original conception for AIDE was that it be a system of collaborating provincial agencies and school jurisdictions. The Department of Education assisted in the development of the project proposal and agreed very early (fall 1970) to provide the project with a member of its own staff. Dr. John Bacon was named to the project and worked with the staff on a part-time basis through the spring and early summer of 1971. Dr. Bacon commenced full time duties on August 1, 1971.

The Alberta Teachers' Association and the Alberta School Trustees' Association also assisted in the development of the project proposal. Representatives of these agencies attended the initiating meetings and the two "Action Council" meetings. However, there were no occasions in the short life of AIDE when persons from either the ATA or ASTA were involved in field activities other than those mentioned above.

The pressure of Project SEARCH and the expansion of activities being undertaken in Drumheller required that additional assistance be obtained. Dr. Dave Dykstra was appointed as a research assistant in November, 1971. His duties included working directly with the Drumheller EPAG, as well

as assisting in efforts to meet other service requirements related to both the AIDE and SEARCH projects.

The one major problem relative to staff utilization arose because of geographic separation. Three staff members were located in Calgary and the fourth in Edmonton. This geographic separation of project staff made interaction and dialogue difficult and costly.

Chapter VIII

Resources - Sources and Utilization

Capital Resources

The capital resources for Project AIDE were provided for by HRRC, and were incorporated with those of SEARCH for administrative purposes. No attempt was made to separate the two. It was judged, however, that for the budget year 1971/72 and the phase-out period (April 1 to August 31, 1972) that AIDE expenditures accounted for one-third of total budget. With reference to Table 3 in the SEARCH section, it is estimated that AIDE expenditures were $17,800.00 and $5,300.00, respectively, for the two time periods noted. The Department of Education provided one man to the project for a period of ten months at an estimated cost for salary of $15,000.00. The capital resources utilized in support of AIDE are summarized in Table 11.

Table 11

AIDE - Capital Resources Summary

HRRC Contribution	1971/72 Estimate	$38,100
HRRC Contribution	1972 Phase-Out Estimate	5,300
Department of Education Contribution		15,000
Total		$38,100

The total cost for AIDE was estimated to be $38,100.00. The three participating school systems did not contribute directly to the project. They did, however, provide the travel expenses for their own personnel and material resources when required.

As the travel records maintained were only for the project staff, no estimate can be made of the systems contributions. As there were only

three meetings where the systems sent representatives, and not all systems were represented at all meetings, the figure would not change the resource total by an appreciable amount.

Human Resources

The project had available to it the human resources listed in the section dealing with Project Staff. In terms of full-time employee equivalents, it averaged two and one-half persons. The staff also had access to additional resource personnel from HRRC, as well as personnel from the ATA and ASTA, if and when required. The following Table 12 indicates the possible human resources available to the project at either the local level or at the collaborating temporary system level.

Table 12

Human Resources Inventory

Sponsoring Agency	No. Individuals Available	Anticipated Contribution man days/yr*
HRRC		
Project Staff	3	345
Others	6	20
Department of Education		
Project Staff	1	230
Others	3	12
ASTA	1	12
ATA	1	12
Drumheller Valley	7	120
Stettler	1	24
Rocky Mountain House	4	95
	Total	870

*The work year is assumed to be 230 actual work days.

The geographic scatter of the project staff in relation to one another and to the locations of the project resulted in considerable mileage being accumulated. The following Table 13 details the respective staff mileages.

Table 13

Project AIDE Mileage

Individual	1971/72	Phase-Out	Total
Bacon	5,957	825	6,782
Whyte	2,720	645	3,365
Roberts	1,647	699	2,346
Dykstra	615	430	1,045
Others	630		630
Totals	11,569	2,599	14,168

Based on the assumption that most of the mileage was covered by highway travel and at a speed of 50 miles per hour, it can be calculated that 294 hours were spent driving. In terms of eight-hour work days, this would be equivalent to 37 days. However, it is known that for at least 50 per cent of the mileage, there were two or more individuals in a car. Therefore, an additional 19 days could be added, with the resultant figure of 56 work days spent by the staff moving to or from the various project sites.

References

Section II

Chapter V

[1]A more detailed rationale for Project AIDE is found in the proposal for the project. The intent of this section is to give a brief overview as to how and why the project came to be.

[2]Ingram, E. J. and Riffel, J. A., Project AIDE, A Proposal, Alberta Human Resources Research Council, October 2, 1970, p. 10 (mimeo).

[3]Ibid., pp. 10-11.

[4]Ibid., p. 11.

[5]Smith, R., A Report to the Project Head - AIDE, Condor, Alberta, June, 1972 (unpublished report).

[6]Sacher, G., A Report on Project AIDE, Drumheller, Alberta, June, 1972 (unpublished report).

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[7]Smith, R., op. cit.

Chapter VII

[8]Drumheller Valley School Division, A Proposal to Establish an Education Planning Advisory Group, Drumheller, June, 1971 (mimeo).

[9]Harding, L. E., A Critique of the Progress of the Education Planning Advisory Group, Drumheller, June, 1972 (unpublished report).

[10]The writer is indebted to Dr. John Bacon for the information he provided, which forms the basis of this section of the report and also the section dealing with Stettler. Dr. Bacon acted as a consultant to both these groups and without his information, it would have been extremely difficult to document their activities.

[11]Bacon, J., Report, Project AIDE, Edmonton, May, 1972 (unpublished report).

SECTION III

OUTCOMES, OBSERVATIONS, RECOMMENDATIONS

This section of the report elaborates on those products and achievements of the SEARCH and AIDE endeavors which were considered to be the most definitive and which might be of widespread interest. It also notes some general observations and recommendations regarding the conduct of field development activities.

Chapter IX

Outcomes

When SEARCH is reviewed there are many outcomes on which comments could be made. However, the most tangible outcomes resulted from the three major curriculum development programs. It is intended to review each of these from the point of initiation to the time of HRRC withdrawal.

1. Individualized Home Economics (IHE)

Prior to her involvement with SEARCH, Mrs. Pearl Brunner, the home economics teacher at the Bentley High School, had been looking for alternative instructional modes, when she learned of an individualized home economics program that had been developed in Brookings, South Dakota.

Mrs. Brunner, under the sponsorship of the Bentley School Task Force, attended a workshop in South Dakota. The materials she received at that time consisted of 469 instructional capsules, or single lesson formats. Each capsule contained a lesson plan which outlined a generalization and related objectives, operational instructions, prerequisite skills and knowledge, and a listing of

resource materials and supplementary activities. Mrs. Brunner found that much of the material was in need of alteration or revision if it was to be of use; therefore, she developed a proposal to the Board of Review for revising and implementing the course. The proposal requested additional resources (reference texts, tape recorders and tapes, and visuals) and assistance in Canadianizing the content of the capsules. The Board of Review accepted the proposal and provided the requested funds.

The school year 1970/71 was spent revising the content of the capsules so as to accommodate Canadian standards and to adhere to the curriculum guidelines of the Province of Alberta. Some resource materials were obtained commercially, but in many cases they had to be developed by Mrs. Brunner. This was particularly true of the visual support material. Concurrent with this material development work, the course was implemented at the junior high school level. The task of revising the capsules plus the production of visuals was time consuming beyond all expectations.

In the Agreement with the County of Lacombe, HRRC had agreed to evaluate "the effectiveness of the new practices and procedures being tested."[1] HRRC, therefore, commissioned Dr. Ralph Hakstian of the University of Alberta to evaluate the IHE Program. This evaluation was conducted in the spring of 1971, and the final report submitted to HRRC in August, 1971.[2] The summary and recommendations of this report are attached as Appendix A.

On the strength of the results of this evaluation and the positive reaction of students, teachers, and administrators, Mrs.

Brunner applied for and received additional funding from the Board of Review. The purpose of the second application was to obtain additional resource materials and to provide professional upgrading opportunities for Mrs. Brunner. This additional support enabled the IHE program to be revised to meet the guidelines for a new provincial home economics curriculum being piloted at that time and, in addition, to overcome some of the weaknesses that had been been determined by the evaluation. All materials for the IHE program, including a duplicate copy that was usually not in the school, were destroyed in the fire of February 13, 1972. This destruction did not deter Mrs. Brunner who again made application to the Board of Review for funding. The Board of Review accepted the proposal which provided for: (1) releasing Mrs. Brunner from one-half of her teaching duties; (2) necessary consultancy assistance and travel funds; and (3) monies for required resources. Much of the materials and equipment lost in the fire were covered by insurance. Mrs. Brunner has completed the rewriting of the total junior high school program and portions of the high school program at the time of the writing of this report.

The IHE Program that now exists consists of capsules produced around the core areas of "foods and nutrition," "fabrics and dress," and "modern living." There are mandatory capsules and free option capsules. The Program also has provision for large group, small group, and individual instruction.

Dr. Edith Down of the School of Household Economics, University of Alberta, in a letter to the Board of Review, stated, "This project

represents a substantial contribution in this area [home economics] and I do commend her [Mrs. Brunner] for the effort, time, and interest she has displayed."[3]

The total resources of the IHE Program are outlined in Table 14.

Table 14

IHE Program
Estimated Capital Resource Expenditures*

Area	Amount
Resource Equipment and Materials	$1,566.70
Salary	1,538.34
Secretarial Assistance	935.00
Teacher Intern	526.50**
Professional Upgrading	303.50
Consultancy	500.00
Travel - Workshops	710.00
Sundry (paper, duplicating, etc.)	225.00
Visuals	500.00
Evaluation	2,700.00
Total	$9,505.04

*Sources of funding are HRRC, Bentley School Task Force Trust Fund, and Board of Review Innovations Fund.

**Includes a $200 Teacher Intern Grant.

2. Language-Arts Film Project

Mr. Jim Dixon, an English teacher at the Bentley High School, conceived and initiated the Language-Arts Film Project after reading of efforts to utilize film making in support of instructional programs. In April of 1971 a proposal was submitted to the Board

of Review requesting funds for the rental of needed hardware and purchase of software and services.

With the necessary funding and support, Mr. Dixon had his English 20 class write a script and do the total production of a film of approximately 25 minutes in length. Due to inclement weather and a longer than anticipated film processing time, the final film editing had to be delayed until February, 1972, when the students next met as an English 30 class. This delay proved to be tragic.

As a result of his early experiences with the use of film making as an instructional technique, Mr. Dixon made a further application for funds from the Board of Review in October, 1971. He proposed that equipment be purchased and that the necessary funds be provided for materials for a drama class production and for his own professional upgrading. The proposal was accepted, with some revisions, by the Board at that time.

The first film (English 20) had just been edited and the second (drama) was at the completion point when the school fire destroyed the only copies of both, plus all the equipment. Mr. Dixon reacted to this loss by presenting a proposal to the Board of Review for funds to replace the destroyed equipment and materials. The Board, realizing that the equipment could be used by any school in the County and that Mr. Dixon was available to provide technical assistance, allotted funds to rebuild the system as requested. The Board was also influenced by Mr. Dixon's stated intention of assisting students wishing to produce a historical film of the Bentley

area if the requested support was given.

The planned historical film was being produced at the time of the writing of this report. Several students from Bentley applied to the Federal Government's "Opportunities for Youth" Program and received a grant to produce such a film. The equipment obtained through this innovative project was utilized by them.

The value of the film technique as perceived by Mr. Dixon is best described in his own words:

> In the traditional English classroom you sit around and read the play or discuss the play or, if you're lucky, you see a video tape or film of it, but I think it is a very superficial way of going about it. You just scratch the surface with the average student. Even though the final product is not going to be professional, the kids, when they go through the movements have to face the realities of the story and character and setting, etc., in order to produce the finished product. They are dealing in an experiential sense with drama. It is not something second hand or a book on the list of books we are going to deal with this year, they are forced into making decisions. It is an outlet for creativity where anybody with an eye and a hand can look through a viewfinder and paint a picture or write a poem with what they see in that viewfinder, and secondly, they are going to learn a lot more about it by doing than by reading some other person's poem or essay or play or whatever.[4]

According to Mr. Dixon, the use of film making as a teaching strategy was extremely successful. It provided an excellent opportunity for creativity and, as an experiential learning situation, it was invaluable. He also contended that the lack of expertise in film making on his part was probably beneficial to the overall film project. It forced him to participate in the learning process with the students, and his enthusiasm and eagerness probably motivated the class greatly. Mr. Dixon's advice to those who would

like to use the film making mode is to approach it cautiously. Classes should not be too large and students should not be exposed to this technique too often in their high school career.

The total resources of the film making project are outlined in Table 15.

Table 15

Language-Arts Film Project
Estimated Capital Resource Expenditures*

Area	Amount
Equipment Rental	$ 200.00
Non-durables (film, prints, etc.)	882.30
Equipment Purchase	2,671.00**
Professional Upgrading	537.00
Workshops and Related Travel	716.50
Total	$5,006.80

*Sources of funding are the Bentley School Task Force Trust Fund and Board of Review Innovations Fund.

**Includes $291 donated to the project from outside sources.

3. Eckville Science Project

The science project undertaken by Mr. Don Cann and Mr. Con Sherwin at the Eckville school appeared to be a major step in the direction of individualizing the program.

The initiating proposal was prepared and submitted to the Board of Review on November 27, 1970, and approved on that date. The major feature of the proposal was for the acquisition of a full-time relief teacher for the spring semester. Such an addition to the staff would enable time to be made available for

the preparation of the necessary curricular materials and planning for the implementation of the course.

A teacher was hired and work commenced on the project as planned. For a variety of reasons, this person was released after two months and the two teachers had to return to full-time teaching duties. However, sufficient progress had been made on the program designs so that portions could be implemented in the spring semester in 1971. The two teachers continued to work on the designs through that spring and summer. The major effort was in the junior high school science program and the Biology 10/20 courses.

The programs developed were basically a series of structured activities for the students. Students, set up in groups of four or five, were to work their way through a series of activity stations. The activity station structure allowed the student groups to progress at varying rates. An advantage of this method was that it allowed the teacher to have a relatively large amount of time with each small group and to serve individual needs. Other advantages were: (1) it facilitated experimentation with a minimum amount of science equipment; (2) it provided an opportunity for student directed inquiry; and (3) it enabled students to be more involved in the evaluation process.

Mr. John Marean, in discussing the program, stated, " . . . this is an appropriate amount of individualization at this time for this school, its staff and students and the facilities and equipment available for student inquiry."[5] A copy of Mr. Marean's report is attached as Appendix E. Mr. Morris Treasure, in a report on

program, stated, "With no extra funding, this program . . . can become an exciting science experience for the students in the Eckville school."[6] A copy of Mr. Treasure's report is attached as Appendix F.

The summary of the capital resources for this project is outlined in Table 16.

Table 16

Eckville Science Project
Summary of Capital Resource Expenditures*

Area	Amount
Teacher Salary	$2,922.23
Teacher Interns	1,080.86**
Total	$4,003.09

*Source of funding is the Board of Review Innovations Fund.

**Includes $405 Teacher Intern Grant.

Other outcomes, less definitive than the foregoing three, relate to the concepts underlying the establishment of the Board of Review and the Community-School Advisory Boards in SEARCH and the Education Planning Advisory Group in AIDE. Elaboration on these entities follows.

4. Board of Review

The Board of Review was established for two major purposes: (1) it was to manage funds for innovative projects, and (2) it would assist communication among the various task forces and between community and County levels of operation. In its life of approximately two years, the Board fulfilled the expressed purposes very well.

The function and functioning of the Board of Review was dealt with in some depth in Chapter III. The important realizations for the writers that emerged from their experiences with the Board were threefold.

The first realization was that the concept underlying the form and function of the Board is desirable and feasible for any educational jurisdiction, rural or urban. It has been apparent that the Board did provide for improved communication within the system and between the system and its environment. Equally apparent was the fact that those persons most affected by decisions can be meaningfully involved in the making of those decisions.

The second realization was that the success of the Board was due, in large measure, to the mix of the group. It was evident that professionals and lay persons benefited, as did the project, from the interaction made possible by the creation of the Board. The wide variety of backgrounds and viewpoints stimulated and tested the thinking of all concerned.

The third realization was that almost any jurisdiction can and should have a fund to support innovative endeavors similar to the Innovation Fund managed by the Board. The existence of such a fund motivates and facilitates the efforts of local personnel to effect desirable educational change. Such a fund need not be too burdensome to maintain. It can be supported by drawing on the normal revenues of the system. Also, it can be supported by soliciting assistance from locally based organizations and relevant government-sponsored assistance programs.

The Board of Review proved to be a viable and beneficial addition to the organizational design of SEARCH. There is no reason why a similar type of addition to the organizational structure of a school system should not prove to be equally viable and beneficial provided that it possess the membership mix, the clarity of purpose. and the openness in dialogue found in the SEARCH group.

5. Community-School Advisory Board

"It is too bad that a mediating type committee cannot be established to provide a chance for school and community to get together."

"I think there are problems with our local educational enterprise and I think there should be some medium to bring people together to discuss and deal with these problems."

"There is a centralized body out there that deals with the problems and the local people feel they are left out, that there is no place for them. But there is a need for people to be concerned about and to be involved in the resolution of local issues."

Comments of the type listed above were often heard in the field and the existence of apathy many times confirmed. A basic need appears to be to provide a mechanism within communities whereby school and community can come together. Within SEARCH two mechanisms for reducing the school-community gap were created and tested. These mechanisms were the joint school-community task forces and the community-school advisory board.

The task forces, particularly the Bentley task force in the period after the fire, proved that a group of concerned people, lay

and professional, can work together in meaningful and mutually supportive ways. In both communities and in varying ways, these groups were successful in providing communication links between school and community and between community and County. They were successful in appraising some of the needs of the citizens with regards to their educational requirements. The Bentley group was able to assist the County in the setting of objectives for the Bentley school; in assessing and making known community desires with regards to the adequacy of the old school; and in assisting in the conducting of the "Survey" which preceded the decision to rebuild the Bentley school after the fire. Both the Bentley and Eckville groups saw the need for permanent structures that would attempt to effect better communication between the community and its school. An advisory board was established in Eckville and plans for a similar body were fully developed in Bentley at the time the fire occurred.

The Eckville Community School Advisory Board was established to provide a structure whereby the role of the school and its operation could be considered. It was a cooperative venture involving the school and community and was motivated by the need to resolve common problems and to expand existing communication capabilities. The objectives of the advisory board were:[7]

1. To act as a coordinator of communication between the community and the school.
2. To act as a sounding board to hear beefs and bouquets and to refer the same to the appropriate agencies involved.
3. To broaden the scope and use of the school and community facilities.
4. To provide a vehicle in presenting the views of the community to elected and appointed officials.

5. To discover the needs of the community and/or school and locate resources for their fulfillment, where possible.
6. Conduct a review of policies and practices when needed with a view to recommending improvements.

The membership of the Eckville advisory board included:

1. Three students - two senior high school and one junior high - selected by school staff from student volunteers.
2. Two teachers - one elementary and one junior-senior high (not administrators)-selected by teachers.
3. Three parents or other adults-(at least one from town and one from surrounding rural area, also preferably a minimum of two parents) - elected at a town-hall type meeting.
4. One School Committee member appointed by School Committee.

This particular group was not monitored during the life of the project. It is known that the group functioned during the school year 1971/72 and appeared to be a viable group at the time of the writing of this report.

The concept of local advisory groups to deal with local school-community concerns or problems is discussed by the Commission on Educational Planning.[8] The Commission recommends the establishment of school councils and lists possible membership and functions.

It would appear that the people in Eckville acted in agreement with the suggestions of the Commission on Educational Planning by establishing the Community-School Advisory Board. Time alone will determine whether or not the Eckville CSA Board proves to be a "guarantee of future accord"[9] between the community and its school.

6. Educational Planning Advisory Group

The concept of creating a planning advisory group consisting of all the principals and senior administrators of the Drumheller Valley School Division emerged with the realization that a total system endeavor would enable the resources available to Project AIDE to be utilized to a maximum degree. The decision to include the principal of St. Anthony's R.C. Separate School in the group was a logical extension of the concept in that graduates from this school become clients of the Drumheller Composite High School. The specifics of the development and activities of the Educational Planning Advisory Group (EPAG) were reported in Chapter VII and additional information is to be found in Appendices L and M.

In spite of its relatively short period of existence as a component of AIDE, the achievements of the Group were evidence of the viability of the concept. In ten months (less a disruptive three-week loss of time because of a strike by the teachers) the EPAG members collected a vast amount of information that will be useful in planning future directions for the system. Significant advances were made in the clarification and establishment of objectives for the schools in the system and the system itself. New channels of communication between all components and levels of the system were created and utilized. The individual members acquired new skills and awareness relative to the planning process.

There is every reason to anticipate that the foundation of EPAG has been firmly established and that it will continue to function in the future in a manner that will be beneficial for the total community.

Chapter X

Recommendations and Observations

Introduction

Any assessment of the worth of undertakings such as SEARCH and AIDE, or of any of their components, will vary from one observer to another and from one point in time to another. An event or outcome considered by one person to be significant may be perceived by others to be trivial. One observer might contend that a specific event came to pass for certain reasons. Others might respond with a claim that the reasons were quite different. To establish the significance or validity of observations or claims regarding any discrete event or activity, with any degree of scientific rigor, requires reference to data that is both quantifiable and objective. Unfortunately, the observations which follow cannot be claimed to be based on such data. They are observations made by two persons who were heavily involved in both projects; hence, the possible lack of objectivity. There is minimum use of quantifiable data because such does not exist in any substantial degree. The observations are based, for the most part, on experiences of the observers who were also participants. It is believed, however, that the preceding report of events and activities related to the projects tends to give some validity to the observations and support for the recommendations. There is no doubt in the minds of the observers that considerable support for both the observations and recommendations can be had from others who were directly involved in the endeavors.

It should be noted that the observations tend to emphasize those events and activities in which considerable difficulty was encountered

or the degree of success was less than hoped for. This emphasis should not be misconstrued. It does not mean that the projects were judged, for the most part, to be failures. This is not the case! It does mean that the observers believe that the successes are readily evident in the other segments of this report and that the greatest benefit for future endeavors will come about by directing the observations to those areas that caused considerable concern. By so doing, it is hoped that the achievement potential of future field-based development endeavors will be enhanced.

Finally, this section of the report should not be considered to be complete. There is no question that many additional and pertinent observations could have been made. There is no question that further elaborations might have been made and the list of recommendations expanded.

The six months originally set aside for the writing of a report of the one project (SEARCH) was reduced to less than six weeks while the task was expanded to cover both projects. This change in plans imposed serious restrictions on what was possible.

Recommendations and Observations

The effective and efficient utilization of resources was the area judged by the observers to be of paramount importance. Capital, human, material, and ideational resources are scarce resources. This was true for SEARCH and AIDE. It is equally true for the vast majority of developmental undertakings. Therefore, the following recommendations and observations tend to focus on concerns about the effective and efficient utilization of resources in development endeavors.

Recommendation 1

Personnel responsible for the management of a project should be concentrated in one locale, preferably in a location as close as possible to the scene of the field activity.

There is little doubt that the estimated 212 man work-days expended in SEARCH and AIDE staff travel to and from the scene of field activity could have been reduced. In addition, had all the project staff operated from one centre it would have been possible to better utilize the time spent in travel. For example, if two or more staff members had travelled together, the time so spent could have been used to review plans for impending activities and for immediate debriefing purposes. Joint travel also would have reduced the expenditures for travel.

Recommendation 2

Detailed and precise definition of all roles and responsibilities should be formulated in the planning phase of the undertaking.

For a number of obvious reasons, it is often impossible to define, in complete detail, all necessary roles and to guarantee continuity of performance. However, an attempt should be made to minimize both the obscurity of roles and the need for role changes during the life of a project. This attempt must be made in the planning phase of the endeavor. Role changes in SEARCH proved to be disruptive for both the staff and the field groups. There is little doubt that more precision in the early planning of the project would have reduced the need for such changes and the amount

of role obscurity that was encountered.

Recommendation 3

Adequate provision must be made in the initial phases of the undertaking for persons who are to be involved in the project to acquire requisite skills and information.

There is no doubt that the best investments of project resources that can be made are investments in human resource development. Examination of the tasks to be undertaken and assessments of existing performance capabilities will identify gaps between "what people can do" and "what people are expected to do." Provision must be made to minimize the spread between the two and this needs to be done as an initial step. If individuals do not possess the information and performance skills required to attack a problem with some degree of confidence, it is very likely that any initial commitment to the undertaking will be decreased. The provision of opportunities for acquiring necessary information and skills is a prime responsibility of the project staff. It is a responsibility that cannot be circumvented and an activity that cannot be postponed to later stages of the project. The development of the human resources available to an undertaking to the greatest extent possible is of paramount importance in terms of the full utilization of those resources.

Recommendation 4

Those persons who are to assume primary responsibility for the implementation, maintenance, and evaluation of a project should be heavily involved in all planning activity.

The importance of involving, in the planning phase, those individuals who are to be held accountable for the execution of an endeavor cannot be stressed too much. Put in another way, those who plan should be accountable for the successful execution and the products of their plans. Meaningful accountability is impossible if those responsible for discrete events in the development process are not involved in relevant prior events. In the opinion of the observers, both SEARCH and AIDE would have been more productive had the implementors, managers, and evaluators been a part of the planning team.

Recommendation 5

The totality of the capital resources required to initiate, maintain and evaluate a project should be allocated at the time the plans for the project are approved.

One characteristic of a project is that it has a clearly stipulated span of life, usually up to five years. For those responsible for a project to operate in a state of almost perpetual uncertainty insofar as the availability of resources is concerned, is not only dysfunctional but wasteful. Experiences with SEARCH suggest to the observers that it would have been advantageous to have traded off "quantity" for "certainty" of resources. Considerable energy and time was devoted to drawing up and revising budgets. Activities were initiated, delayed, reinitiated and so on, depending on the latest speculations about budgetary position. Some have contended that concerns about financial support led to "internal competition"

rather than "internal cooperation" within HRRC. The dimensions for a project should be set according to "guaranteed" resources not "speculated" resources. This can be done by budgeting for the intended life of a project and not just for one segment of the total time span. Plans for and commitments to a project should be for its full duration.

Recommendation 6

Plans for any project should include provision for adequate and continuous monitoring, documentation and evaluation of all major events.

The plans for SEARCH and AIDE did provide for all three of these activities in varying degrees. Monitoring is extremely important in that it enables shifts in direction and emphasis to be noted early so that corrective action, if required, can be undertaken. The need is for immediate feedback to those persons concerned so that they can react in a manner that will cause as little disruption to the progress of the project as possible. Documentation should be thorough and immediate. Information should be stored in a manner that makes ready access possible. Adequate documentation is one way of minimizing the dysfunctional impact of staff changes and maximizing the possibility for learnings about the specific undertaking and the development process in general. Monitoring and documentation both support evaluation activities which are essential in any project. The vast majority of evaluation endeavors, in the opinion of the observers, should be a part of and not separated from the project planning, initiation and maintenance activities. While

it is recognized that the integration of evaluation and operation activities might reduce the scientific rigor of the evaluation itself, it seems unlikely that few projects will have available the resources required for separation of the two. In addition, it is very possible that the direction of any undertaking might be unduly influenced by the demands of the evaluation group. It must be stressed that in the case of SEARCH the evaluation group did not make undue demands on or impede the activities of the operation component. In fact, it was most sensitive to the requirements of the operation staff. The fact remains, however, that the possibility of an external evaluation team being a negative force does exist and that consideration should be given to this possibility. There can be no question that separation of the operations and evaluation requirements does necessitate management, documentation and monitoring duplications that are expensive. In many cases rigor in evaluation must be traded off for operational feasibility. The extent of the trade off is a decision that the planners must make in the light of the realities of their particular situation.

Summary

All of the foregoing recommendations and observations emphasize, in some manner or fashion, the salient importance of the planning phase of any developmental undertaking. This was not by accident. Both observers are firm in their conviction that what transpires in the planning phase establishes the direction and potential impact of an endeavor. Superficiality in the planning phase tends to increase the failure potential associated with all subsequent phases. Thoroughness in planning increases

the success potential of any development endeavor, small or large.

If SEARCH and AIDE have brought about this realization in the minds of a few persons responsible for improving the performance of educational systems, the investment made has been justified.

References - Section III

Chapter IX

[1]Agreement between The Alberta Human Resources Research Council and the County of Lacombe for the conducting of Project SEARCH, June, 1970, p. 1.

[2]Hakstian, A. R., Muller, V. J., and Hugstad, W. K., Final Report of Evaluation Conducted on the Individualized Home Economics Program Implemented at the Bentley, Alberta, School, Alberta Human Resources Research Council, 1971 (mimeo).

[3]Down, E. E., Letter to the Board of Review, Lacombe, June 20, 1972.

[4]Transcribed from a taped interview between Mr. Jim Dixon and Mr. Dave Dykstra, Lacombe, March, 1972.

[5]Marean, J. H., A Review of the Program Toward Individualization of Science in the Eckville Junior-Senior High School, Calgary, 1972, p. 1 (unpublished report).

[6]Treasure, M., Eckville Junior-Senior High School Individualized Science Project, Red Deer, 1972, p. 5 (unpublished report).

[7]Eckville Community Task Force, A Request to the Board of Review for Support of "The Eckville Community-School Advisory Board", Eckville, April 30, 1971 (unpublished proposal).

[8]Commission on Education Planning, a choice of futures, Queen's Printer for the Province of Alberta, Edmonton, 1972, pp. 126-127.

[9]Ibid., p. 126.

APPENDICES

APPENDIX A

IHE EVALUATION*

*Hakstian, A. R., Muller, V. J., and Hugstad, W. K., Final Report of Evaluation Conducted on the Individualized Home Economics Program Implemented at the Bentley, Alberta, School, Alberta Human Resources Research Council, Edmonton, 1971 (mimeo).

CHAPTER IV SUMMARY AND RECOMMENDATIONS

The purpose of this final chapter is to present (1) a summary of the main ideas from the previous two chapters, (2) some overall impressions of the IHE program, and (3) some specific recommendations for future IHE-related activities.

The following points appear to be worth repeating--in the way of a summary statement:

(1) Process Considerations

(a) Excluding initial capital expenditures from both Home Economics programs, per-pupil expenditure under IHE is at least as low as under the traditional Home Economics program. In light of evidence suggesting the greater learning potential of IHE, as well as the greater affective payoff possible with a program more tailored to individual interests, we judge IHE to be at least potentially of greater dollar value than is the traditional program.

(b) Student and teacher satisfaction is high with the IHE program. The students appear to enjoy the advantages of individualization--being able to choose their own topics and work at their own pace. The limitations in the Bentley situation, however, of inadequate resource materials and supplies, as well as the unavailability of the teacher as a resource person appear to be weaknesses in the Bentley application of IHE, at present.

(c) The classroom organization and structure in the Bentley IHE program is considerably different from that of a traditional Home Economics program. The big differences lie in (1) significantly less interaction with

the teacher under IHE, (2) significantly more interaction among the students under IHE than under traditional Home Economics, and possibly (3) a large play/work ratio under IHE. This latter point may well be due to the ability to detect non-work-related activities more easily under the IHE format.

(d) The goals of individualization appear to have been attained regarding the actual materials used by the students, as well as regarding the more phenotypic structural manifestation noted in (c). A wide variety of materials appear to have been used in the course, with a large number of capsules used by only one or two students.

(e) The tests used and grading practices employed in the Bentley program would seem to be, in general, relatively weak from a content validity point of view, and to be not as in line with the goals of individualized instruction as is the rest of the program. The strong relationship between general intelligence and final Home Economics grades suggests that, at least as far as student evaluation is concerned, the students are not truly rewarded for functioning at their own level of competence. This discrepancy between the stated goals of IHE and the actual grading policies may undermine, somewhat, the effectiveness of the program.

(2) Content Considerations

(a) The content of the capsules is, in general, factually correct, and, in addition, represents an honest attempt to foster thinking at higher levels of Bloom's Taxonomy than merely the knowledge level.

(b) The content does suffer, however, from being in some cases out-of-date, and, in others, somewhat irrelevant to the goals found in

current thinking on Home Economics curricula. In addition, a distinctly American flavor is seen in many capsules concerned with laws, mores, and measures. The materials concerned with value judgments tend to be the most out-of-date.

(c) The instructions in many of the capsules tend to be too vague to be of much specific value. More explicit directions by which the student might fulfill the objectives of the capsule would add considerably to the overall program.

(d) The treatment of all areas that come under the rubric of Home Economics by means of the capsules, although certainly individualized, may not be the best way to individualize certain content areas. There is no provision in IHE for small group discussion, and it is felt that some areas of the curriculum--e.g., dating, value judgments, moral codes--need the sensitivity provided by person to person, small group interaction. The capsule format may well be too impersonal for such areas.

(e) It appears that such areas of interest as personal development and consumer education are not as well represented in the IHE materials as they should be.

Any overall impressions we developed in the course of the evaluation tended to fall into three categories: (1) impressions regarding individualized instruction in Home Economics, in general, (2) impressions regarding the specific form of individualization found in the IHE capsule program developed by Mrs. Cochrane, and (3) impressions regarding the specific application of the original IHE program in the Bentley school context.

Certainly, regarding the first category noted, the general notion of individualization of instruction in such subjects as Home Economics is worthwhile. More specifically, the general IHE capsule program appears

highly worthwhile as an inplementation of the individualized format. Some content improvement, however, could well be made. In the most specific case--that of the IHE - Bentley program--our overall impression is, again, particularly from the process viewpoint, favorable. Individualization has, in fact, taken place with satisfying results for most concerned. As compared to most traditional programs, the Bentley IHE program is better than many. We would place it, in its present form, somewhere between a poorly taught traditional program and an exceptionally well taught one, in terms of the amount of Home Economics material being learned by the students. We feel, however, that the potential of the IHE program in general and the Bentley IHE program specifically is considerably greater than the traditional program. For one thing, the IHE program fits almost perfectly into the overall format of the revised Home Economics curriculum for Alberta being brought in in September, 1971. We feel that for the IHE program at Bentley to realize its potential, some revision, however, will have to be made. Some of the necessary revision involves organization; most involves content. Specific recommendations regarding the Bentley IHE program follow.

(1) The testing and grading practices currently being employed should be updated and made more truly individualistic. One immediate adjustment would be to reduce the dependence of success in the program on general intelligence. The notions of criterion-referenced testing, probably most succinctly put forward by Popham and Husek (6), merit close study in this regard.

(2) Some clear thinking needs to be applied to the necessity--with regard to the general goals of individualized instruction--of the current degree of inter-student interaction. Need there be so much of this (39%

of the student's class time, on the average)? If this component is essential, then some thought might well be given to how the "play" portion (more than half) of this inter-student interaction can be reduced. The physical layout could profitably be modified to provide more quiet space--e.g., separate carrels--for individual study. The present arrangement of tables almost welcomes non-work-oriented activity.

(3) The capsule content is in need of substantial revision.

(a) Provision should be made for human interaction - small group discussion sessions for the treatment of the more affective parts of the program.

(b) Some of the capsules should be brought up to date.

(c) Some of the capsules--e.g., laws, mores, weights and measures, geographically specific subjects--need Canadianization.

(d) More material is needed on family living and human development. The newer concept-orientation of the revised Home Economics curriculum would permit the more traditional cooking and sewing material to be treated as a subset of these areas.

(e) More specific and clearer directions are needed in many of the capsules.

(4) There is need for an additional outlay of money if the Bentley program is to realize its potential. This money should be put into resource materials, supplies (particularly cooking supplies), and, if possible, some professional or paraprofessional assistance for Mrs. Brunner.

(5) The Bentley IHE program--with the incorporation of the suggestions given above--should be continued and, if possible, be monitored by a content specialist in Home Economics in the 1971-1972 school year.

APPENDIX B

LANGUAGE-ARTS FILM PROJECT

A FINAL REPORT TO THE BOARD OF REVIEW

Submitted by

J. L. Dixon

June 22, 1972

LANGUAGE-ARTS FILM PROJECT

J. L. Dixon

Without a doubt we live in an increasingly visually oriented world, a world in which most adults are entertained and informed moreso than ever before by the visual media. To this point in history, however, the society in which we live has, through its institutions, not met the challenge of these media. For years our schools were bastions of power for a thorough examination of the written and spoken language to such an extent that when we hear the word grammar it is no doubt with mixed feelings of our own school days.

The written and spoken word, however, is not the only method of communication; indeed, there is much varied opinion as to just how important they are in comparison to the whole spectrum of communication. Without attempting or desiring to personally downgrade these forms of communication I would, however, like to enter a plea for the official recognition within our educational system of at least some of the other methods of communication, a recognition that would give studies in these areas the legitimization they are deserving of.

With all due respect and deference to my colleagues in the sciences, for instance of physical education, we have over the past been most willing apparently to make large investments in hardware in their areas so as to enable students to confront them realistically and head on. In the area of communication we have not done so on a significant scale. To know how the propagandist works is to be armed against him. Surely this is as important a thing to the average citizen as, say, attempting to answer the question of whether light is a particle or a wave.

Democracy is predicated on knowledge. Knowledge requires communication and communication is a learned or acquired ability. To me the experiment is over, the need apparent. Film and its used on T.V. or in the theatres, its use in the schools, demands our attention, academically, educationally. I hope that within the school systems of this Province this point will be recognized and the challenge met. The whole business of film appreciation, film making, VTR and the like is not a diversion, an entertainment or a sideline. It is on the mainline of the realities of the world in which we live. Its misuse for various reasons should be controlled, its legitimate use emphasized and supported.

A resume of the highlights of the project is perhaps in order at this time. Over the past 12 or 14 months a total of $4,100.00 has been invested in the project, though not all spent to this point. Five groups of students made films and a total of about 90 people were involved in these five experiences. Two of the films and all of the original equipment were lost in the Bentley High School Fire of February, 1972. The lack of equipment has now been rectified and we are in possession of a more complete system than ever (although the problem of delivery of various items still haunts me). In addition, a group of 14 or so young people from Bentley and area will this summer be involved in the production of a historical film, a project that will make use of the equipment obtained in this project and will be supported by the Opportunities for Youth Program. This will mean in excess of $7,000.00 of Federal money coming into the community this summer. The equipment will no doubt serve for some time to come and there is enough money left to finance the purchase of some film for classroom use in the fall.

Why or how I came to be fortunate enough to have all this develop around me I'll never know. Personally the whole business of film making has become a consuming passion with me. To those of you who helped it to happen might I offer my most sincere and heartfelt thanks. I can assure you that to me the work has only just begun. Thank you.

APPENDIX C

THE ECKVILLE TEACHERS' AIDE PROJECT:

From Design to Implementation*

A. A. Cleveland
Project Administrator
Project SEARCH

*This report is found as Section II in West, L. W., An Evaluation of the Use of Teachers' Aides in Eckville School, Alberta Human Resources Research Council, Edmonton, 1970, (mimeo).

THE ECKVILLE TEACHERS' AIDE PROJECT:

From Design to Implementation

A. A. Cleveland
Project Administrator, SEARCH

The educational programs and opportunities available to students attending small high schools have been the subject of much controversy and study in recent years. While much consensus exists as to the types of problems encountered by small high school students, there is little in the way of alternatives being proposed to ameliorate these problems. Indeed, other than the move to centralize schools, one can count but a handful of activities addressing themselves to these problems, and these are primarily in the United States.

In September, 1969, the Alberta Human Resources Council, in cooperation with the County of Lacombe, undertook to develop ways and means of improving and expanding the educational programs and opportunities available to the youth attending small high schools. The vehicle for developing various alternatives to achieve this purpose is known as Project SEARCH, which is an acronym for the Selection of Educational Alternatives for Rural Change.

* * * * * * * *

On September 24, 1969, SEARCH staff and the teaching staff of Eckville Junior-Senior High School met to discuss ways and means of establishing a school planning group (School Task Force). The discussion resulted in three teachers and the principal volunteering to serve on a committee which would examine the issue and develop recommendations for the consideration of both staffs.

On October 1, the voluntary committee met with a SEARCH staff member. The transcript of the meeting shows that the meeting began with the following statement being made by one of the teachers:

> "I have the general impression that the staff is unwilling to commit themselves in any way, shape, or form - even by accepting a position on a committee without knowing more of what is expected of that committee and how involved it is going to be. If we could have some assurance as to the time and expense that is going to be required from each individual, then this, perhaps, might be some starting point."

Thus, very early in the Project, SEARCH staff were confronted with a problem which was in urgent need of resolution if the Project were to be implemented in the school. The problem was that of the teaching staff being able to obtain time for participation.

The meeting, however, did not generate any suggestions or recommendations which could have lead to an amelioration of the problem.

At a SEARCH staff meeting on October 6, it was decided to approach the County of Lacombe with a proposal for obtaining financial resources which the schools could utilize in the solution to the problem.

On October 15, SEARCH staff informed the County of the nature of the problems and the proposal for ameliorating it. Specifically, SEARCH recommended:

1. That the County of Lacombe and HRRC jointly establish a fund for the Eckville School Task Force to be used for any purpose which had as its objective the provision of time for teachers to become actively involved in Project SEARCH.
2. That the following conditions govern expenditure for this fund:
   a) That decision as to the specific uses of the fund be made by the School Task Force, in consultation with the principal, under the conditions that it meet the purposes of fund, that it does not contravene County policy, and that it does not commit the County or HRRC to continuing expenditures.
   b) That the initial fund cover the period ending August 31, 1970.
3. That SEARCH was prepared to contribute to the fund on a matching basis with the County of Lacombe up to a maximum SEARCH contribution of $2500.

On October 16, the voluntary committee met once again to discuss the proposal which had been forwarded to the County and to suggest ways of utilizing the monies. Suggestions brought forward included the hiring of substitutes and additional staff; reorganizing the timetable; and releasing teachers from clerical tasks. The meeting concluded, however, with no specific recommendations being brought forward.

On November 3, the voluntary committee met once again. The transcript of that meeting recorded the following discussion:

Teacher A: If my sociology class does go ahead with this photography thing, and it would only involve part of the class, who would look after the rest of the class?

Teacher B: What about a teacher's aide?

Teacher A: That sounds like the best idea.

Thus, it was not until the fourth meeting of the voluntary committee that the concept of non-professional assistance was brought forward. While the committee considered other alternatives, particularly that of an additional staff member, they once again hesitated to recommend a solution.

On November 12, SEARCH staff met with the County School Committee and were apprised of the County's willingness to contribute $1500 to the School Task Force Trust Fund.

The agreement establishing the Trust Fund was presented to, and accepted by, the voluntary committee at a meeting on November 19. The committee spent approximately two hours discussing alternative means of providing release time for teachers. Discussion focussed on two alternatives -- providing an additional staff member and reducing the non-professional task load. At the conclusion of the meeting, the committee agreed to send the principal to Edmonton so that he might visit schools which were using teachers' aides. This visit was made on November 21, 1969.

After the visitation of November 21, the principal and a SEARCH staff member discussed the possibility of analyzing the workload of the teaching staff so as to determine the extent of the non-professional task load. A meeting with the committee on November 24 resulted in their approval of a workload analysis. The instrument was administered on November 25 and the findings disseminated to the committee on November 26. The data revealed that:

1. Time devoted to instruction; ie. classroom teaching and lesson preparation, represented 76% of the total teacher workload.
2. Time devoted to supervisory and clerical activities, non-instructional tasks which may facilitate instruction, represented 24% of the total teacher workload.
3. Clerical activities, when measured against the total workload, represented 17.5% of the total workload.
4. The significance of these data may be seen more clearly when compared to the Professional Load of Alberta Teachers, a study conducted by the A.T.A. in 1963.

Task	Eckville	A.T.A.	
	(13 teachers)	Total sample	Secondary School Sample (1-15 teachers)
Classroom teaching	54.0%	49.5%	51.8%
Preparation	22.0%	22.6%	23.8%
Testing		10.0%	8.3%
Admin-Professional	17.5%	2.2%	2.4%
Admin-Clerical		2.2%	2.4%
Professional	n/a	4.9%	3.5%
Extra-Curricular	n/a	1.8%	1.2%
Supervision	6.5%	6.9%	6.3%

5. Of the activities engaged in by the teachers at Eckville Junior-Senior High School:

   a) 90% or more expressed the view that non-certificated personnel could adequately perform such tasks as:

      (1) typing tests and other materials

      (2) duplicating tests and other materials

      (3) inspecting, cleaning, and maintaining equipment

      (4) preparing A-V materials such as posters, charts, transparencies

      (5) noon-hour supervision

      (6) student study-period supervision

   b) 70% or more expressed the view that non-certificated personnel could adequately perform such tasks as:

      (1) tabulating and recording students' marks

      (2) collecting fees from students

      (3) obtaining, setting up, and operating equipment such as movie projectors, tape recorders, slide projectors

      (4) getting the classroom ready for the next day

      (5) playground supervision

6. The teachers felt that the utilization of non-certificated personnel would give them more time for:

   (1) preparing student activities

   (2) working with individual students

   (3) broadening the experiences and activities of students

At the meeting of November 26, the committee requested that SEARCH staff develop a proposal for implementing non-professional assistance and submit this proposal to the committee on December 3, 1969. On that date, the following outline proposal was brought before the committee:

PROPOSAL FOR THE TRY-OUT OF NON-PROFESSIONAL ASSISTANCE

I. OVERALL OBJECTIVE

To provide time for teachers to become actively involved in Project SEARCH.

II. SPECIFIC OBJECTIVES

1. To reduce the time spent by teachers in non-instructional tasks by the equivalent of one-third of the total time spent on these activities on December 1, 1969.
2. To provide personnel who will perform non-instructional tasks carried out by teachers as of December 1, 1969, to an equivalence of one-third of the total time spent on these tasks.
3. To provide teachers with an opportunity to work more closely with individual pupils.

III. DEFINITIONS

1. Non-instructional tasks: This term refers to activities presently engaged in by teachers which facilitate the instructional program of the school, but which are not legally required and/or not considered a professional activity.
2. Supervisory activities: This term refers to those activities which may be performed under the general direction of a certificated teacher, but which do not require the active participation of such a teacher.

IV. RECOMMENDATIONS FOR ACTION

1. Clerical and supervisory activities are activities which a teachers' aide might best perform at Eckville Junior-Senior High School:

Clerical Activities

(1) Skills needed

typing

operation of duplicating equipment

office practice skills such as filing, calculating

bookkeeping

some artistic ability

(2) Space and Equipment needed

workroom with typewriter, worktable, and desk

easy access to duplicating equipment

easy access to general supplies

(3) Modes of Utilization

log book in which teachers identify type of service requested

no priority basis for service requests

requests should preferably be made one day in advance of due date

aide to be responsible to the school administration but not to infringe upon the normal duties of the school secretary

clerical actitivites of aide to occupy approximately thirty (30) hours per week

Supervisory Activities

(1) Skills Needed

ability to maintain school policies

athletic skills desirable but not essential

clerical skills

(2) Modes of Utilization

first priority to be given to noon-hour supervisory activites presently engaged in by teachers

second priority to be given to student study period supervisory activities presently engaged in by teachers

aide to be responsible to the school administration but not to usurp the professional duties of teachers

supervisory activities of aide to occupy approximately twenty (20) hours per week

2. Supervision

a) total teacher time allocated to supervision of student study periods in the junior high school is approximately thirteen hours per week

b) total teacher time allocated to noon-hour supervision is approximately ten hours per week

c) if teachers are absolved of student study period supervision, then:

(1) existing courses can be broadened

(2) more remedial work can take place

(3) more teacher preparation can occur

d) if aides are utilized to supervise student study periods, then consideration should be given to timetable reorganization so that personnel can be utilized in an efficient manner.

3. Responses to the workload analysis and personal interviews indicate that teachers are not fully knowledgeable of the activities a teachers' aide might carry out. Some concern was also expressed regarding possible aide infringement upon professional duties. If the foregoing are accurate observations, then consideration could be given to:
   a) bringing teachers and their aides to Eckville to meet with the Eckville staff
   b) conducting site visitations for some of the Eckville staff
   c) inviting representatives of the A.T.A. to meet with the Eckville staff
4. Consideration might be given to the utilization of business education students in clerical activities. Remuneration for such utilization could take the form of:
   a) financial considerations
   b) Special Project credits
5. The duties to be performed by the teachers' aide should be derived in consultation with the teaching staff.

After presentation and discussion of the proposal, the committee recommended: (1) that the proposal be brought before the teaching staff for their consideration; and (2) that further consideration be given to ways and means of utilizing the teachers' aides in the classroom. These recommendations were to be acted upon by December 17, at which time the committee would meet to re-draft the proposal.

The meeting of December 17, however, did not produce a redesign of the proposal; rather, an attempt was made to explicate the objectives. Particular emphasis was placed on the possible utilization of more than one aide so as to improve the educational program. To this end, SEARCH was asked to contribute an additional one thousand dollars to the Trust Fund. This request was aceded to in January, 1970. This meeting also saw the voluntary committee constitute itself as the Eckville School Task Force.

On January 14, the S.T.F. met to develop a proposal for the implementation of a Teachers' Aide Project. The proposal of December 3, 1969, constituted the core of the S.T.F. proposal. The proposal, however, omitted reference to the time reduction set out in Specific Objectives 1 and 2.

On January 29, the S.T.F., as a group, interviewed five applicants for the position of School Aide. Upon concluding the interviews, the S.T.F. recommended the appointment of two individuals -- one on a full time basis, and one on a part time basis -- to the position of Teachers' Aide.

On February 4 and 5, an in-service training program was conducted for the two aides. Particular emphasis was given to policies and statutory requirements of the A.T.A., County of Lacombe, Eckville School, and the Department of Education. In addition, the aides were instructed in the use of A-V, duplicating, laboratory, and library equipment.

On February 9, 1970, the Teachers' Aide Project in Eckville Junior-Senior High School was implemented.

APPENDIX D

THE ECKVILLE TEACHERS' AIDE PROJECT*

*This summary of conclusions of the Teachers' Aide Project is found as part of Section V in West, L. W., An Evaluation of the Use Teachers' Aides in Eckville School, Alberta Human Resources Research Council, Edmonton, 1970, (mimeo).

SUMMARY OF CONCLUSIONS

I. Emerging from Teacher Interviews

a. By and large, Eckville teachers appreciate the clerical work, typing, and duplicating service offered by teachers' aides. They also regard it as proficient.

b. Eckville teachers were generally dissatisfied with the supervision of student behavior provided by teachers' aides. Nevertheless, several teachers were pleased to be relieved of this task. This observation suggests that alternative modes of "policing" student behavior (through the open climate school, student government, etc.) might profitably be explored.

c. With few exceptions, Eckville teachers enjoyed a good working relationship with their aides.

d. Eckville teachers generally regard the most essential attributes of a teachers' aide to be:

- a pleasant, flexible personality
- ability to relate and communicate with others
- willingness to learn and to cooperate
- clerical skills

e. Eckville teachers generally perceived the effects of teachers' aides in their school as positive. Most teachers felt that they had more time for professional tasks. Many of their comments suggest that teachers' aides may have had a positive effect upon the school atmosphere.

f. By and large, Eckville teachers would like to see the continued employment of teachers' aides, but with modifications made to

the original operation.

g. Operational needs most commonly recognized by Eckville teachers are:

1. more training and supervision of aides
2. a clarification of roles (professional vs non-professional)
3. experimentation and/or guidance in the effective utilization of aides
4. better procedures for assigning and coordinating the work of aides to assure equitable distribution of service among teachers.

II. Emerging from Student Discussions

a. Eckville students are quite aware and generally pleased with the contribution of teachers' aides in their school. The most commonly recognized influence on their education is that:
- teachers are better prepared, and
- the quality of handout material has improved.

b. Eckville students appreciate the friendly attitude, helpfulness, and greater freedom permitted by teachers' aides. Some students, especially boys, are accused of having taken advantage of the greater freedom offered. Several comments, however, suggest that teachers' aides were able to establish better rapport with students than many teachers.

c. Eckville students consider personality and the ability to understand and get along with young people as the major requirement of a teachers' aide. Other characteristics, however essential, appear secondary.

III. Emerging from Teachers' Aide Interviews

a. Both Eckville teachers' aides perceived their role as performing non-professional tasks in order to free teachers for professional duties.

b. They enjoyed their contact with students but felt inadequate in policing student behavior.

c. Although they encountered many difficulties and frustrations, Eckville teachers' aides experienced a high degree of job satisfaction.

IV. Emerging from an Interview with the Superintendent

a. The superintendent's office appears skeptical of the effects on the County school system of employing teachers' aides at Eckville school.

b. Lack of communication between project workers and officially designated policy makers is apparent.

V. Emerging From Interviews with Community Members

a. Eckville community members would appreciate more information on school programs, planned innovations, etc. Members interviewed did not evidence a lack of interest in the school. They did, however, manifest a lack of communication with the school.

b. Interviewed members of the Eckville community are generally supportive of the school and its efforts to increase the quality of education through the employment of teachers' aides.

APPENDIX E

A REVIEW OF THE PROGRAM TOWARD INDIVIDUALIZATION OF THE SCIENCE PROGRAM IN ECKVILLE JUNIOR-SENIOR HIGH SCHOOL

by

John H. Marean
Assistant Professor of
Education, Curriculum
and Instruction

March 9, 1972

L64

The materials prepared, tested, revised and in use in Science in Grades 7 through 9, and with Biology 20 classes, at the Eckville Junior-Senior High School are highly individualized. They were not intended to be used by an individual in isolation from other students but they do permit a student to progress at a rate close to his optimum rate. This rate is based on the average of the progress rates of the entire small group, usually four or five students. The method of use also allows the teacher to have a relatively large amount of time with each class member, according to his individual need, in moving through the material. It also facilitates experimentation by a group of reasonable size with a minimum amount of science equipment. All of these considerations would seem to indicate that this is an appropriate amount of individualization at this time for the school, its staff, and students and the facilities and equipment available for student inquiry.

Grade VII

The materials for Grade VII which were examined and in use at the time of the visit were oriented largely to the development of laboratory skills. Much of this is quite appropriate for it represents one of the earlier opportunities for these students to engage in self instruction and inquiry and the idea is consistent with the goals of the Alberta Science Curriculum Guide for this grade. The sheets which guide the students through the activities of their "station" are thoughtfully prepared, mixing needed information and instructions with directed questions which involve the student in both doing and thinking

The topics covered are not normally those thought to be a part of the presently conceived life science course. It would not be practical,

however, to conduct any significant number of inquiries into life in the situation which exists in this building. There is inadquate work or storage space and the present concept of units or stations which can be completed in one class period is not consistent with studies of living things. It would seem, however, that some of the skills being taught, such as the use of balances or microscopes, might be done in the context of learning some science facts or principles. For example, the balance might be used to measure the amount of water imbibed by germinating seeds or lost by plant materials during drying or ashing. The use of the microscope could be learned incidentally while examining cell structures or doing population counts with yeast cells. This could tend to add information and probably interest as well to the activity. No firm rules apply for this, and it is a matter of balance. While some instruction is needed in equipment operation, much of the learning can be incidental. Also, there is no clear unifying theme to the study and nothing which particularly relates life science to the individual student or his problems. This seems an important goal for such subject matter at this point in the development of these adolescents. It appears further that, in the limited materials examined, the concepts suggested in the curriculum guide for this grade are not the major consideration in topic selection.

Student interest in the work was quite high. The developmental nature of the inquiries, either from reference material or by actual laboratory activities, is such that most students can progress successfully on their own with few questions needing answers from the instructor. This makes it possible to lead some students or groups beyond the level indicated by the basic instructions. This is a most important and

desirable feature.

One of the greater strengths of the program and materials as they are applied here is the plan of having students grade themselves in each activity before the instructor evaluates the material. Since there were no evidences of serious differences between the self-evaluation by the student and that score assigned by the instructor it appears that the students have come to understand the instructional goals. Thirty-five per cent of the final grade is based upon desired behaviors and attitudes which are attributes of science students, and presumably of scientists, such as interpretation of data or observations, prediction, curiosity, etc. This is a good balance since some of the score on individual activities must also take account of these traits.

Grade VIII

The earth science materials examined are of about the same level and show many of the same characteristics. Again, there is not much evidence of a theme and many of the activities seem to be directed to the acceptance of relatively sophisticated concepts that are developed in the guide sheets or through assigned reading. Activities related to atomic or molecular structure are examples. There are few, if any, satisfactory investigations for students of this age which lead to much insight into these concepts and they are considered to be relatively meaningless in the context of the suggested Grade VIII program.

Interest among the Grade VIII students was relatively lower than would have been anticipated, especially considering that they had already had one year of experience with the technique and method of learning and are more skilled, presumably, in inquiry. The lower interest was not symptomatic of anything important and may well have

been a characteristic of the particular group observed. The nature of the activities was at least as interesting and challenging as that offered the younger students.

As in the case with Life Science, the activities are not very directly related to the conceptual goals of the Curriculum Guide. In such an area as Eckville where the influences of both mountain and prairie are found, it would seem that more examples of study might be found which have application to the region. There seems little opportunity to transfer learning which comes from the planned activities to the solution of current problems related to the earth sciences, especially with regard to environmental problems.

Grade IX

No opportunity existed to actually observe the Grade IX class working with the materials developed but samples were examined. As in the case with both of the other junior high courses, little attention seemed to be given to the Curriculum Guide for Alberta. The kinds of activity, going back to earlier suggested curricula, was strong on technological implications of science. The lessons examined were dedicated largely to mechanical energy of physics with emphasis on simple machines. It is not possible to evaluate the impact that this material has upon the students. Since there is little actual inquiry that can be done with students of this age in this field, it is reasonable to assume that it is not outstandingly successful. Since the bulk of these materials, as presently in use, were prepared or refined after the opportunity for secretarial help was reduced, they were not in such "elegant" format.

Biology 20

A portion of an inquiry class with the Biology 20 students was observed. The materials were much like a program for self-study of text material. In the discussion taking place, the students were preparing and presenting their answers to questions, or the completion of statements with information taken directly from the Biology text. This seems to be a perfectly satisfactory method of developing this kind of knowledge and makes each student responsible for providing the needed input. Enough differences in the entries as given orally during discussion indicate that there was not extensive collaboration. It smacked strongly of a workbook kind of instrument. There was no opportunity to examine or observe other aspects of the course.

Summary

The foregoing seems quite critical and adverse or, at least, damns with faint praise. That is not the intent. The development of satisfactory teaching materials and aids is a difficult and time-consuming task. It also requires, if the materials are to be at all original and thorough, that the creative inspiration is not subject to interruptions and delays, and the large blocks of essentially undisturbed time be provided. Then, to be certain that one has actually said what he means, it must be carefully checked and revised. Much of the better checking is done in the pilot classes where the students, as honest critics, identify weak portions of a paper. Considering the limited time provided for development of the original sheets, and the problem of making the best possible revisions with even less time, the materials are a credit to the project. The teachers involved are to be commended for

their willingness to devote the time and energy required. Quite surely, the students are at least as well served, and probably much better, than if they had been given the customary instruction we find in many of these classes. At the least they had the opportunity to share with their teachers the operation of materials which were sufficiently important to the teacher that he was willing to exert himself to produce them.

Some Possible Future Steps

It would be most unfortunate if these teachers were not to be encouraged to continue their developmental work. They have learned much about the creative process and have had a chance to think quite clearly about the actual work they have done. They also have much to give to other teachers in their school or the district in the nature of course design and the development of materials. It is suggested, then, that plans be made to continue the development and refinement of science teaching programs specifically aimed at this student population in this community. It will require support of the staff with time and other help provided to permit genuinely creative developments. One way in which this can be achieved is through employment of qualified persons during part of the summer recess to concentrate on such a project. Experience dictates that two or more such teachers working together can increase the productivity in both quantity and quality of work many fold. This also may lead to a better articulation of portions of the program.

To properly develop and continue to maintain innovative programs and to reach the students most effectively, some additional support will need to be given to equipment and facilities. The Grades VII and VIII classes are being held in a room which lacks adequate work and

storage facilities for inquiry science. Replacement of the combination desk-seat units for students with individual flat-topped tables and separate chairs will increase the flexibility and utility of this furniture considerably. Some storage exists below the shallow counter below the classroom windows, but lacking a method of securing this against unauthorized access during lunch times and otherwise has reduced its effectiveness as equipment or student project storage space. With added space also it would be reasonable to increase the very modest amount of equipment for student use to increase the flexibility of the program, including the addition of other activities which may be found to be important in the development of work more nearly paralleling the suggested courses for these grades or meeting other objectives. It would seem worthwhile to increase the number and variety of reading references in the classroom. There does not seem to be any pressing need at this point to add to the utility services of gas, water or electricity. Probably, if elements of the program were to develop which might require increased services the other science facilities of the school could be scheduled into use.

The opportunity which would seem to exist in this community to develop a continuing and articulated program of science instruction would be particularly strong. One weakness which appears in my unplanned program of development is that the offerings may be so random in their content and coverage that there will be serious omissions and duplications. Future developments should take advantage of what is being learned about the most appropriate topics and their treatment at the various levels. The changing goals of science teaching generally call

for a reassessment of the course content and instructional methods throughout the schools. It would seem that this project has provided some concrete experience in such a review and that this experience should dictate further insightful attempts to make school exercises in science for students as meaningful as they can be.

APPENDIX F

Report to the Board of Review

HRRC Project SEARCH

ECKVILLE JUNIOR HIGH SCHOOL

INDIVIDUALIZED SCIENCE PROJECT

Teachers: Don Cann
Conn Sherwin

Prepared by

Morris Treasure
Science Education Consultant
Department of Education
202 Balmoral Building
Red Deer, Alberta

May, 1972

The visit to Eckville involved two days, May 2 and 3. On the May 2 visit, only one class was observed, a grade 8 lesson, but background information, and an orientation to the physical plant made the May 3 visit very productive. On May 3 it was possible to see the two grade 8 classes with 20 and 18 students, the two grade 7 classes with 26 and 25 students, and a grade 9 class with about 20 students using the individualized study materials.

The visit with Mr. Cann and Mr. Sherwin was very informative and both teachers are to be commended for the large amount of time and energy that has gone into the production of the materials.

Content of the Individualized Science Materials

Grade 7

The first eight stations are predominantly basic concepts and skills needed to understand and participate in the activities that follow. In a sense, the stations are developmental, the first round of stations being necessary to carry out the second round. The second round of 11 stations are concerned with the basic biological concepts, and processes involved in a study of biological science.

On the whole, the content satisfies the requirements of the curriculum as outlined in the Program of Studies for Junior High Schools, 1971. However, one can argue that the program does not give enought experiences with live organisms. The program is more directed at the study of biology as a science than at direct involvement in life science.

Grade 8

Very similar in style and format to the second round of grade 7 stations, the content is concerned with the basic concepts and processes

involved in a study of earth science. And again, while the content satisfies some of the requirements of the curriculum, one can criticize on the grounds that there are not enough experiences with the material of which the earth is made. The qualification of only satisfying some of the requirements of the curriculum stems from the incomplete nature of the stations. The material completed is not intended to be an entire course and must be judged in that light.

Grade 9

The grade 9 unit examined and the lesson observed was more of a laboratory guide rather than an independent study unit. The intent was to provide concrete experiences which would then serve to provide a foundation on which the theory could be based. This is a slightly different purpose and the students are not as dependent upon the written units as they are in grade 7 and 8.

Quality of the Materials

The materials produced for grades 7 and 8 are in the nature of an inquiry workbook for the use of students. The instructions to the student are very clear but perhaps too complete in terms of student inquiry. The questions asked in many of the units are very convergent and would tend to inhibit student discovery. Some of the activities are very literal and factual with very little creativity called for. The exercises are keyed to the authorized texts: Exploring Life Science, and the reference: Life - Its Forms and Changes, as well as articles in periodicals and other sources.

One suggestions is to standardize the format. This would tend to make the reading easier. For example, some of the units have the learning

objectives clearly stated and the student knows exactly what he is to do and the level of mastery that is expected. This should be part of all the units.

The writing itself is probably close to the average reading level of the students but, with the large amount of reading that is necessary, some students will be at a marked disadvantage in this program. One way in which these students can be helped is by including a larger amount of visual materials.

Once the learning objectives have been specified, the learning activities presently being used should be reexamined to determine whether they do, in fact, teach to the objectives. It would also be well to develop alternative learning sequences so that there is an element of student choice.

At present, there is a wide variety in the quality of the learning activities, from a "read and fill in the blank" exercise to an analysis of data reported in a science journal.

It is <u>not</u> being suggested that all learning activities should be the same but rather that the exercises should recognize the needs of the student in his quest for knowledge as well as the requirements of the discipline.

<u>Teaching Strategies</u>

The observed strategy of having students working in small groups at different "stations" was working reasonably well within the physical limitations of the classroom. One very commendable feature was the frequent student-teacher conferences that culminated the work at each station. Perhaps this "pulling together" of the concepts developed could

be done periodically in large group discussions in which an exchange of differing points of view and conclusions could be effected. Large group instruction has a place in an individualized learning program; so does small group instruction, independent study and interaction with peers. An effective individualized program provides a balanced mix of instructional modes.

Student Evaluation

A most commendable feature of the learning packages produced at Eckville is the student involvement in the evaluation of their attainment of the objectives of the unit. For this reason it is most important that clearly written and attainable objectives calling for a full range of cognitive and affective behaviors should be written. The setting of a grade goal at the beginning of a unit followed by an evaluation of the value of the work accomplished by the student is a most important feature. This, followed by a student-teacher conference to determine the final grade for that unit is an important part of the role of the teacher as the prescriber and director of the learning experiences for the student. This feature assumes an even greater importance if the teacher prescribes a set of learning sequences designed to correct a specific learning problem.

Learning Resources

The project is handicapped to some extent by few learning resources. For example, the audio visual materials normally available to classes in the County of Lacombe cannot be used within the context of the program since they cannot be kept in the school long enough for each group to use them. Of course, it is possible to modify the strategies to take

advantage of the arrival of such material but it may not be at an appropriate time for the students to use such material. Yet another problem is the lack of reference material; it perhaps doesn't have to be in the classroom but ready access to such material in the library would be a definite asset. Such things as:

1. A filmstrip collection.
2. A collection of slide sets illustrating various concepts.
3. A reprint file of appropriate journal articles and copies of student projects.
4. A set of audio tapes coupled with a language-arts listening center so that students could review a lecture that was missed or misunderstood.
5. The acquisition of some of the video tapes available in the Lacombe A.V. center or from the Provincial A.V. Branch.

These materials would be of use not only to students in this program but could be available and widely used by all students.

Another need in any life science program is a collection of live organisms. The live materials available to the students does not give much opportunity to learn about organisms, life cycles, populations, environments, communities or ecosystems which are all important concepts in studying life science.

Summation

In summary, it would be fair to say that a good start has been made on a large task and that the participating teachers are to be commended. It would also be fair to say that there is still much to be done in refining the units, marshalling resources and structuring learning activities.

Some of the suggestions have financial implications but it is intended that these expenditures not be extraordinary but simply a reallocation of some of the instructional aids budget that would normally accrue to this school for the science program. With no extra funding this program, which is working reasonably well in this school with these teachers, can become an exciting science experience for the students in Eckville school. There are problems, but in terms of initiating a new mode of science instruction in Eckville School the program should be termed successful.

Suggestions for Possible Modifications

In revising the study units several points should be kept in mind:

1. That each exercise should be preceded by a clear statement of the learning objective and some indication of the expected level of mastery.
2. That the learning exercises should be attractive to students and contain alternative sequences such as use of other media to accommodate differing modes of learning.
3. That the teaching strategies need not always be the same -- there is a place for large group instruction as well as smaller groups and individual assignments.
4. That the learning packages themselves should be attractive, easy to read and durable.
5. In planning activities for grades 7 and 8 try to incorporate some element of the creative aspects of "sciencing" that is in attempting to design a study of a native organism or to formulate an hypothesis linking a number of observations.
6. That learning activities should bear some relationship to the world

in which the learned skills are to be applied.

7. By building up the collection of reference material in the library all students will eventually benefit. As a start some copies of the alternative texts could be placed in the library.

APPENDIX G

AGREEMENT

HUMAN RESOURCES RESEARCH COUNCIL (HRRC)

and

COUNTY OF LACOMBE NO. 14 (COUNTY)

December 12, 1969

A G R E E M E N T

THE HUMAN RESOURCES RESEARCH COUNCIL (HRRC)

and

COUNTY OF LACOMBE NO. 14 (COUNTY)

Dated this twelfth day of December 1969

WHEREAS HRRC and the County agree jointly that it is desirable to establish a fund for the purpose of providing teachers time to become actively involved in Project SEARCH; and

WHEREAS the County and HRRC each agree to contribute $1,500.00 toward such a fund which fund shall be known as the ECKVILLE SCHOOL TASK FORCE TRUST FUND; therefore

WITNESSETH that HRRC and the County agree to establish the ECKVILLE SCHOOL TASK FORCE TRUST FUND on the following terms and conditions:

1. HRRC and the County shall each contribute $1,500 into the Fund;
2. The Fund shall be administered by the County on the following terms:

    a. Trust funds will be disbursed through the regular signing officers of the County;
    b. Disbursements shall be in the name of the County;
    c. Expenditures shall be accounted for in such a way so as to meet the requirements of the Audit;
    d. Expenditures shall be in accordance with the policies of HRRC and of the County;

3. Authorization for disbursement of trust funds shall come jointly from the Eckville School Principal and the Task Force Chairman;
4. The Fund shall terminate August 31, 1970, at which time any balance remaining in the Fund shall be returned in equal proportions to HRRC and the County;
5. An accounting of the Fund shall be prepared for HRRC and the County within thirty days of either the depletion of the Fund or August 31, 1970, whichever is the earlier;

6. This represents the entire Agreement between HRRC and the County and nothing further, whether stated or implied shall be construed so as to commit either party beyond the terms of this Agreement.

_____

Human Resources Research Council

_____

County of Lacombe No. 14

APPENDIX H

AGREEMENT

ALBERTA HUMAN RESOURCES RESEARCH COUNCIL

and

THE COUNTY OF LACOMBE

June 15, 1970

A G R E E M E N T

BETWEEN

The Alberta Human Resources Research Council (hereinafter referred to as "the Council")

PARTY OF THE FIRST PART

and

The County of Lacombe (hereinafter referred to as "the County")

PARTY OF THE SECOND PART

Dated this fifteenth day of June 1970.

Both parties covenant and agree with each other as follows concerning Project SEARCH (hereinafter referred to as "the Project").

1. The Council's contribution to the Project shall be as follows:

   a. Consultant assistance for the school and community task forces in Eckville and Bentley engaged in the analysis of current programs in the school and community for the development of youth, and in their search for alternative programs.

   b. Research assistance of two principal kinds:

      (1) gathering data which will help the local task forces in their decision making;
      (2) evaluating the effectiveness of the new practices and procedures being tested.

   c. A $500 working fund for each of the two community task forces.

   d. A contribution to insure that each School Task Force Trust Fund has $1,000 in it as of September 1, 1970.

2. The County's contribution to the Project shall be as follows:

   a. A willingness to support the decisions of the school and community task forces inuundertaking practices which offer reasonable promise of improving opportunities for the development of rural youth.

   b. Approval for the release of all teachers involved in the Project for up to five days for the school year 1970-71, so that these teachers can attend courses and seminars organized by the Project. It is suggested that the days on which these seminars will be held will be determined by the school task

forces concerned, and the Project staff after consultation with the principal of the school involved and the Superintendent of the County of Lacombe. The cost of such seminars will be borne by the Council. The County shall release one or more teachers from time to time to visit schools and attend conferences elsewhere on the continent. The cost of such conferences shall be borne by the Council. Release time for teachers shall be approved by the Superintendent of Schools of the County.

3. The Council and the County agree jointly to establish an Innovations Fund (hereinafter referred to as "the Fund") for the Project to provide for the purchase or rental of materials and equipment needed in the experimental stages and also for the employment of needed personnel.

   It is mutually agreed that the following conditions shall apply to the Fund:

   a. Decisions as to specific uses of the Fund shall be initiated by the task force involved, in consultation with the principal of the school concerned.

   b. There shall be established a Board of Review to administer the Fund. This Board shall comprise:

      (1) The Chairman of each of the following task forces:

          Bentley Community Task Force,
          Bentley School Task Force,
          Eckville Community Task Force,
          Eckville School Task Force.

      (2) The Chairman of the School Committee of the County of Lacombe.

      (3) A School Committee member appointed by the County of Lacombe.

      (4) The Superintendent of Schools for the County of Lacombe.

      (5) The Head of the Project.

      (6) The Administrator of the Project.

      (7) The High School Inspector of Schools for the Red Deer Region.

   c. Funds for any innovations shall not be released until the proposal has been approved by the Review Board. In reaching decisions the Review Board shall consider the following questions:

(1) Does the proposed innovation satisfy the purpose of the Project?

(2) Does the proposed innovation comply with policy of the County and the Council (if an innovation is not covered by policy, then it would be judged to comply with policy)?

(3) Does the proposal guard against committing the County and the Council to continue expenditures beyond the length of the Project?

All three questions must be answered in the affirmative in order for a proposal to be approved.

The Board of Review shall also have the authority to establish requirements for submitting proposals.

d. The Fund shall be administered by the County on the following terms:

(1) Funds will be disbursed through the regular signing officers of the County.

(2) Disbursements shall be in the name of the County and shall include consideration of all statutory requirements.

(3) Expenditures shall be in accordance with the policies of the Council and of the County.

(4) Authorization for disbursement of funds shall come jointly from the Chairman and Secretary of the Board of Review.

e. The Council shall contribute $6,000 to the Fund on September 1, 1970.

f. The County shall contribute $2,000 to the Fund on September 1, 1970.

g. The County and the Council also agree that the monies in excess of $1,000 remaining in each of the School Task Force Trust Funds as of August 31, 1970, be allocated to the Fund.

h. The Fund shall terminate on depletion or on August 31, 1971, whichever is the earlier. At this time any monies remaining in the Fund shall be returned to the Council and the County in the ratio of their respective contributions to the Fund.

Within thirty days of the termination, an accounting of the Fund shall be prepared for the Council and the County.

4. The School Task Force Trust Funds shall be administered on the following terms:

a. Funds shall be disbursed through the regular signing officers of the County.

b. Disbursements shall be in the name of the County and shall include consideration of all statutory requirements.

c. Expenditures shall be accounted for in such a way so as to meet the requirements of the Audit.

d. Authorization for disbursement of funds shall come jointly from the Chairman of the appropriate task force and the school principal.

f. Each Fund shall terminate on August 31, 1971, at which time any balance remaining in the Fund shall be returned to the Council and the County in the ratio of their respective contributions to the Fund.

g. An accounting of each Fund shall be prepared for the Council and the County within thirty days of either the depletion of the Fund or August 31, 1971, whichever is the earlier.

The School Task Force Trust Fund shall be used to pay for substitute teachers as required for School Task Force members and other incidental expenses incurred by the School Task Forces.

SIGNED BY THE COUNCIL _____

Director

SIGNED BY THE COUNTY _____

APPENDIX I

PROJECT SEARCH

BOARD OF REVIEW HANDBOOK

FOREWORD

The creation of a Board of Review was first proposed by the staff of Project SEARCH during a meeting held with the School Committee of the County of Lacombe on April 7, 1970. The purpose of the meeting was to discuss the terms of agreement which would govern Project SEARCH activities in the County for the 1970-71 project year. At that meeting it was proposed that "there be established a Board of Review to which the task forces will bring their proposals for innovation funds."[1] The intent of this proposal was that the Board of Review would be a body which would pass judgement on projects initiated by the various task forces and which would authorize the expenditure of monies to support such projects from a proposed fund to be known as the Innovations Fund.

Prior to and during the course of the above mentioned meeting, it was evident that there were other needs which would have to be served if Project SEARCH was to make significant strides in its efforts to "develop procedures for increasing the capabilities of rural communities to expand the educational opportunities available to, and improve the educational programs provided for, rural youth of high school age."[2]

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[1]From "Suggested Agreement Between HRRC and the County of Lacombe for Project SEARCH for 1970-71" which was forwarded to Mr. Roy B. Robbins, Secretary-Treasurer, County of Lacombe No. 14 by Dr. E. J. Ingram, Coordinator of Education Studies, HRRC, on March 31, 1970. This document was first considered by the School Committee, County of Lacombe at a meeting held April 7, 1970.

[2]E. J. Ingram, Project SEARCH (Project 501 - Selection of Educational Alternatives for Rural Change), 1969.

Specifically, it was apparent that provision would have to be made for the following:

1. Improved communication among the various task forces and between the community and county levels of operation.
2. Removal of the possibility of HRRC control of monies available in a joint Innovations Fund which was to be established to support locally initiated innovations.
3. The motivation, facilitation, and continuity of locally initiated actions aimed at improving the educational opportunities for the youth in the particular communities concerned.

The Board of Review was structured to function in such a manner so as to facilitate the fulfillment of the original intent and the perceived needs outlined above. The operational procedures agreed to for the purpose of guiding and facilitating the work of the Board of Review are contained in the following section having the code letters OP.

OP-1

Board of Review Membership

The membership of the Board of Review will consist of the following:

1. The chairman of each of the following task forces:
   a. Bentley Community Task Force
   b. Bentley School Task Force
   c. Eckville Community Task Force
   d. Eckville School Task Force.
2. The Chairman of the School Committee of the County of Lacombe.
3. One other representative of the School Committee of the County of Lacombe.
4. The Superintendent of Schools for the County of Lacombe.
5. The Project Head of Project SEARCH, HRRC.
6. The Project Administrator of Project SEARCH, HRRC.
7. The Inspector of Schools for the Red Deer Region.

Further, any office holder noted above may designate any other person to act in his place and such a designate shall have full discussion and voting rights in any meeting in which he is involved.

OP-2

Officers and Functions

1. The Board of Review will have the following officers:
   a. Chairman,
   b. Vice-Chairman,
   c. Secretary.
2. The officers of the Board of Review be named by and from those members living within the boundaries of the County of Lacombe.
3. The functions of the Chairman shall be to conduct the meetings of the Board of Review in accordance with recognized and acceptable procedures.
4. The Vice-Chairman shall fulfill the functions of the Chairman if, and when, required.
5. The Secretary shall be responsible for those tasks normally associated with this office and such other tasks that may be assigned by the Board from time to time.

OP-3

Conduct of Meetings

The meetings of the Board of Review shall be conducted in accordance with the following procedures:

1. A quorum for any meeting of the Board of Review shall be any six of the total membership.
2. Each member present at any meeting shall have one vote with the exception of the Chairman, who shall be entitled to a vote only if and when there is a tie vote.
3. A motion will be deemed to be carried if a simple majority of those voting indicate their support.
4. Motions need not be seconded to be put forward for consideration by the Board.
5. Except as noted above, the rules of procedure governing the meetings of the County of Lacombe School Committee will apply for meetings of the Board of Review.
6. Meetings of the Board of Review will be held at the call of the Chairman with the proviso that a notice of intent shall be given to all members seven days prior to the holding of such meetings.
7. The requirement of seven days notice of intent to hold a meeting may be waived if a majority of the total membership agree to such action.
8. The Chairman must call a meeting when:
   a. Such is agreed to by the membership at a prior meeting of the Board of Review, or when
   b. Requested by any three members of the Board of Review, or when
   c. In the opinion of the Chairman, there is sufficient or urgent business that would warrant the holding of a meeting.

OP-4

Review Functions

The following will guide the Board of Review in its consideration of requests for support of Task Force projects:

1. The Board of Review shall consider only those requests for support of innovations proposed by one or more of the Task Forces which have been established in connection with Project SEARCH.
2. The Board of Review shall define and make known to all task forces the requirements that must be met for a proposal to be received and considered by the Board.
3. In any consideration of a request for support, the Board of Review will take into account the following factors:[3]
   a. Relevance, that is, is the proposed innovation relevant to identified needs and to the general objectives of Project SEARCH?
   b. Legality, that is, is the proposed innovation legal within the framework of existing provincial and county legislation?
   c. Congruence, that is, is the proposed innovation congruent with the prevailing educational philosophy of the Department of Education and the School Committee of the County of Lacombe?
   d. Legitimacy, that is, is the proposed innovation within the purview of the task force making the proposal?
   e. Compatibility, that is, is the proposed innovation compatible with the purposes and goals of the sponsoring group or groups?
   f. Balance, that is, to what extent will the proposed innovation have an impact (both short and long range) on:

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[3]Adapted from Michael S. Caldwell, "An Approach to the Assessment of Educational Planning," Educational Technology, Vol. VIII, No. 19, October 15, 1968, pp. 5-12.

OP-5

i. other elements within the County and/or the community?

ii. present relationships existing within the County and/or community?

g. Practicability, that is, to what extent is the proposed innovation reasonable in terms of available resources, attitudinal constraints (internal and external), operational feasibility, etc.?

h. Cost/Effectiveness, that is, do the anticipated benefits of the proposed innovation justify the anticipated expenditures of resources?

4. After due consideration of any proposal, the Board of Review shall take one of the following courses of action:

a. Approve, without modification, the proposed project and allocate a sum of money from the Innovations Fund for the support of the project.

b. Approve the proposed project with the provision that certain stipulated modifications must be made and to allocate a sum of money from the Innovations Fund for the support of the project as modified.

c. Approve the proposed project (with or without the stipulation that it be modified), allocate a sum of money from the Innovations Fund for the support of the project, and recommend to the sponsoring group or groups that the proposal be submitted to other agencies for additional support.

d. Return the proposal to the sponsoring group with a recommendation that it be resubmitted to the Board of Review after certain specified alterations are made.

e. Reject the proposal and return it to the sponsoring group with the recommendation that it be submitted to some other agency (to be named) for support and funding.

f. Reject the proposal and return it to the sponsoring group with a clear indication of the reasons for the rejection of the proposal.

OP-6

The Board of Review shall undertake, from time to time, whatever action is deemed necessary and feasible to:

a. Improve and maintain communication among the various task forces and between the community and County levels of operation.

b. Establish and maintain effective liaison with those community, County, and Provincial agencies that may be able to facilitate and support the efforts of the Project SEARCH task forces.

c. Motivate, facilitate and provide for continuity of effort with regard to the attainment of the general objectives of Project SEARCH.

OP-7

Submission Requirements

The following conditions shall be required of all submissions made to the Board of Review:

1. Submissions must be typewritten.
2. The submission should be structured according to the following headings:
   - a. General Statement of Intent
   - b. Statement of Need
   - c. Outline of Specific Objectives
   - d. Outline of Project Specifications
     - i. Duration of the proposed project
     - ii. Space and facilities requirements
     - iii. Material resource requirements other than space and facilities
     - iv. Human resource (paid and volunteer) requirements
     - v. Financial resource requirements
   - e. Outline of Resource Sources
   - f. Outline of Possible Constraints
   - g. Statement of Strategies for Overcoming Possible Constraints
   - h. Project Management Plan
   - i. Project Communication Plan
   - j. Project Evaluation Plan
   - k. Statement of Support Required from Board of Review
     - i. Essential support requested
     - ii. Desired but not essential support requested.

APPENDIX J

A SURVEY OF
OWNERSHIP OF COPYRIGHT

Presented to

Dr. W. G. Roberts

Head, Project SEARCH/AIDE

by

Gordon M. Miller

April 27, 1972

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PART 1

INTRODUCTION

Need for the survey. The need for this survey arose from the problems associated with the determination of ownership of copyright in program materials produced by a classroom teacher in a public school in Alberta. A dispute arose between the teacher and the jurisdiction by which the teacher was employed. It became apparent that other disputes could easily arise over the issue of ownership, particularly in light of the extent that teachers are becoming involved in producing program materials for use in the classrooms.

Purpose of the survey. The main purpose of this survey is to shed some light on the problems associated with the determination of ownership of copyright. In particular the focus is on those problems likely to affect a classroom teacher in Alberta. Although ownership is central to the survey it does contain information that is intended to give some understanding of copyright in general. It should however be pointed out that the survey is not comprehensive in that it makes no attempt to give direction in the area of copyright infringement. This area is complex and worthy of a treatment in itself. Other areas are included only when it seemed advisable to give a better base for the understanding of the problems of ownership or it is judged that

the information would simply be of interest to a classroom teacher. It should also be noted that the survery does not specifically apply itself to particular problems of ownership. It is intended only to provide some knowledge that will enable the reader to come to some general conclusions regarding a particular case. At least it should create a jumping off point to approach solutions to specific problems.

PART 2

DEFINITION OF TERMS

The definitions of terms presented here are only intended to give a general understanding to the reader not versed in law. They cannot be strictly applied in a legal situation, nor are they intended for that purpose. Canadian Copyright law, in particular, is based in statutes; consequently, its application is essentially one of interpretation and definition as applied to particular cases. The reader should also note that there has been no attempt to give a comprehensive or complete list of terms. On the contrary, most terms have been deliberately left for a more comprehensive treatment in context in other sections of this report.

The definitions as presented here were taken from the following sources:

1. J. Bouvier, Bouvier's Law Dictionary and Concise Encyclopedia, Rawles Revision, 1897.
2. H. C. Black, Blacks Law Dictionary, Revised 4th Edition, 1968.

Amanuensis. One who write on behalf of another that which he dictates.

Author. One who produces by his own intellectual labour applied to materials of his composition, an arrangement or compilation new in itself.

Common Law. As distinguished from law created by the enactment of legislature, the common law comprises the body of those principles and rules of action relating to the government and security of persons and property, which derive their authority solely from usages and customs of immemorial antiquity, or from the judgements and decrees of the courts recognizing, affirming and enforcing such usages and customs; and, in this sense, particularly the ancient unwritten law of England.

Contract. A promissory agreement between two or more persons that creates, modifies, or destroys a legal relation.

Copyright. An intangible, incorporeal right granted by statute to the author or originator of certain literary or artistic productions, whereby he is invested, for a limited period, with the sale and exclusive privilege of multiplying copies of the same and publishing and selling them.

Natural Law. That law which God the Sovereign of the universe has prescribed to all men, not be any formal promulgation, but by the internal dictate of reason alone.

Precedent. Legal acts or instruments which are deemed worthy to serve as rules or models for subsequent cases.

An adjudged case or decision of a court of justice, considered as furnishing an example or authority for an identical or similar case afterwards rising on a similar question of law.

Statute. An act of the legislature declaring, commanding or prohibiting something, a particular law enacted and established by the will of the legislative department of government, solemnly expressed according to the forms necessary to constitute it the law of the state . . . written in contradiction to the unwritten law.

PART 3

COPYRIGHT - GENERAL

Although Part 2 containing definitions of terms states a definition of "copyright" it is prudent to further examine and expand its meaning and nature as related to some specific aspects of copyright.

The Oxford English Dictionary defines copyright as: "The exclusive right given by law for a term of years to the author, designer, etc., or his assignee to print, publish, or sell copies of his original work."

Section 3(1) of the Copyright Act contains the substance of the common definition but considerable extends its scope. It states, in part:

> For purposes of this Act "copyright" means the sole right to produce or reproduce the work or any substantial part thereof in any material form whatever, to perform, or in the case of a lecture to deliver, the work or any substantial part thereof in public; if the work is unpublished, to publish the work or any substantial part thereof; . . . and to authorize any such acts as aforesaid."[1]

An examination of definitions of copyright, statutes, and related cases in law brings to light several important points.

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[1] Copyright Act. R.S. c. 55, s.1 Sec. 3(1)

Copyright by Statute. Section 45 of the Copyright Act rules out any common law copyright in Canada. It clearly states that all rights are held under statutory enactments. It states: "No person is entitled to copyright or any similar right in any literary, dramatic, musical or artistic work otherwise than under and in accordance with this Act, or of any other statutory enactment for the time being in force."[2]

The significance of this lies in the fact that individuals enjoy such rights of copyright that the legislature chooses to confer and has no inalienable rights that might have accrued through custom or common usage. It is of further significance that existing right can be readily changed by the legislature with only political considerations as a deterrent.

Terms of Copyright. As stated in the common definition copyright is temporal. The Act provides that copyright shall subsist during the life of the author and for a period of fifty years after his death. In the case of joint authorship copyright subsists during the life of the author who dies last and for a period of fifty years after his death.[3]

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[2]Ibid, sec. 45.

[3]Ibid., Sec. 5, 6, 7, 8, 9, 10, 11.

Copyright in Form - Not Ideas. Ideas are not protected under copyright law. It is only the form of words or expression used by the author to convey the idea to the reader or viewer that is protected. In the case of Donoghue v Allied Newspaper Ltd, J. Forwell stated:

> . . . there is no copyright in an idea, or in ideas. A person may have a brilliant idea for a story, or for a picture, or for a play and one which, so far as he is concerned, appears to be original. But if he communicates that idea to an author, or playwright or an artist, the production which is the result of the communication of the idea to the author or the artist or the playwright is the copyright of the person who has clothed the idea in a form, whether by means of a picture, a play, or a book, and the owner of the idea has no rights in that product . . . . It is not until it is (if I may put it in that way) reduced into writing or into some tangible form that you can get any right to copyright at all and the copyright exists in the particular form of language in which, or, in the case of a picture, in the particular form of the picture by which the information or idea is conveyed to those who are intended to read it or to look at it.[4]

Registration of Copyright Not Required. Although registration of copyright is provided for in Canada, it is not a requirement for the existence of copyright.

The Berne Copyright Convention, 1886, revised at Rome, 1928, which Canada adheres to states: "The enjoyment and exercise of these rights shall not be subject to

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[4] Donoghue v. Allied Newspapers Ltd., (1937) 3 All E.R. 503.

the performance of any formality."[5] This means that copyright subsists in a work at its creation and no formal steps need be taken to obtain a copyright. However, copyright may still be registered and in doing so provides proof of authorship and copyright if the question should arise. Section 36(2) of the Copyright Act states: "A certificate of registration of copyright in a work shall be prima facie evidence that copyright subsists in the work and that the person registered is the owner of such copyright."[6]

As already stated, Canada requires no formalities to acquire copyright; it is, however, party to the Universal Copyright Convention of 1952 of which some of the member countries do require certain formalities. This being the case, a "Convention Notice" was adopted whereby the formalities of member countries requiring them could be deemed to have been met. The Convention provides:

> . . . if from the time of the first publication all the copies of the work published with the authority of the author or other copyright proprietor bear the symbol c accompanied by the name of the copyright proprietor and the year of first publication placed in such manner and location as to give reasonable notice of claim of copyright.[7]

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[5] Third Schedule, The Rome Copyright Convention, 1928, Act 4(2).

[6] Copyright Act R.S., C.55, S.1, Sec. 36(2).

[7] The Universal Copyright Convention, Geneva, 1952, Act 3(1)

Since 50 countries, including the United States and Great Britain adhere to this convention it is wise for the author of a work in Canada to use the Convention notice in order to automatically enjoy the rights of copyright in those countries.

Works Subject to Copyright Protection. In general, copyright subsists "in every original literary, dramatic, musical and artistic work."[8] It also subsists "in records, perforated rolls, and other contrivances by means of which sound may be mechanically reproduced."[9]

"Literary work" includes maps, charts, plans, tables, and compilations."[10] "Dramatic work" includes any piece for recitation, choreographic work or entertainment in dumb show, the scenic arrangement or acting form of which is fixed in writing or otherwise, and any cinematograph production where the arrangement or acting form or the combination of incidents represented give the work an original character.[11] "Musical work" means any combination of melody and harmony, or either of them, printed, reduced to writing, or otherwise graphically produced or reproduced.[12] "Artistic

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[8]Copyright Act, R.S. C.55, S.1 Sec. 4(1).

[9]Ibid., Sec. 4(3).

[10]Ibid.,(Sec.(2(n).

[11]Ibid., Sec. 2(g).

[12]Ibid., Sec. 2(p).

work" includes works of painting, drawing, sculpture and artistic craftmanship, and architectural works of art and engravings and photographs.[13]

The foregoing is in no way exhaustive. Should the reader wish to obtain a more in-depth treatment of the topic, he is referred to Sections 2 and 4 of the Copyright Act.

Conclusion

The intent of this chapter was to give some general understanding of copyright in order to better understand the issue of ownership.

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[13]Ibid., Sec. 2(b).

PART 4

OWNERSHIP OF COPYRIGHT

Introduction

The discussion that follows is central to this survey as it addresses itself to the problems arising from the need to establish ownership of copyright. This chapter deals particularly with ownership from an employee-employer perspective. A review of pertinent sections of the statutes will include an expansion of important definitions and, where possible, a look at appropriate cases in law. The reader should note that after a diligent search, no cases directly paralleling that of a teacher in relation to his employer were found. However, some understanding and direction that might be taken to insure the definite establishment of ownership should be gained. It is important to understand that it is difficult to generalize and that each situation that might arise from the question of ownership must be treated on its own merits and facts.

General

The Copyright Act provides that the author of a work shall be the owner of the copyright, with two important exceptions: (1) works made in the course of an author's

employment, and (2) engravings, photographs, and portraits. These exceptions apply in the absence of agreement to the contrary.

Author First Owner

The Act states: "Subject to this Act, the author of a work shall be the first owner of the copyright therein."[14] The important questions of the definition of author and joint authorship arises from this section. The Act does not define author; however, it may be judged that the author of a work is the person who first gives an idea a form or expression. It should also be noted that an amanuensis is not entitled to authorship. J. Farwell, in Donoghue v. Allied Newspapers Ltd, stated:

> . . . on the other hand, this I think is equally plain, that if an author employs a shorthandwriter to take down a story which the author is comparing, word for word, in shorthand and the shorthandwriter then transcribes it, the author then has it published, the author, and not the shorthandwriter is the owner of the copyright.[15]

In the case of Kenrick and Co. v. Lawrence and Co., a partner of the plaintiff firm, Kenrick and Co., had conceived of the idea of publishing a card showing a drawing of a hand marking an X on a ballot. The partner, being

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[14] Copyright Act, R.S., C.55, S.1 Sec. 12(1).

[15] Donaghue v. Allied Newspapers Ltd., (1937), 3 All E.R. 503

unable to draw, hired an artist, who under his direction made the drawing for him. Then Kenrick and Co. subsequently registered the drawing under the copyright act stating the partner to be its author. In making his judgement, J. Wills stated:

> Mr. Jefferson is registered as the author of the drawing. It seems to me he was not the author. The expression is no doubt an unhappy one. But I do not see how a gentlemen who is incapable of drawing even such a simple picture as a rough sketch of a human hand, and who did not, in fact, set pencil to paper in the matter, can be called author of the drawing. He suggested the subject, and made such limited suggestions as to the treatment as the subject admitted of; but it seems to me that in an Act which gives copyright to drawings the author must mean a person who has at least some substantial share in putting the touches on to paper.[16]

The question of joint authorship appears to be quite clear in the statute. It defines a work of joint authorship as follows: "A work produced by the collaboration of two or more authors in which the contribution of one author is not distinct from the contribution of the other author or authors."[17] This, of course, could raise the problem determining when the contribution of one author is "not distinct" from the other.

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[16] Kenrick and Co. v. Lawrence and Co., (1890) Q.B.D. 99

[17] Copyright Act, R.S., C.55, S.1 Sec. 2(u).

Exceptions to Author Being First Owner

The difficult problems of determining ownership arise from the exceptions to the author being the first owner.

Engravings, photograph or portrait. The Act states:

> Where, in the case of an engraving, photograph, or portrait, the plate or other original was ordered by some other person and was made for valuable consideration in pursuance of that order, then in the absence of any agreement to the contrary, the person by whom such plate or other original was ordered shall be the first owner of the copyright.[18]

The difficulty in this section arises when an engraving, photograph or portrait was made on speculation rather than on order. It is likely in that case, that the copyright would belong to the speculator. "Where photographs are taken on speculation, or upon the solicitation of the photographer, without charge, the photographer will be owner of the copyright, even though permission of the subject may be needed to take the photograph, and even though the subject purchases one or more copies."[19]

The phrase in the Act "in the absence of any agreement to the contrary" makes an important point to consider. It brings out the point that the two parties may make an agreement outside the Act whereby the owner of the copyright would subsist in the person making the photograph, etc.

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[18] Copyright Act, R.S., C.55, S.1, Sec. 12(2).

[19] Harold G. Fox, The Canadian Law of Copyright and Industrial Designs, Toronto: The Carswell Co. Ltd., 1967, p. 251, citing Stackemann v. Paton (1906), ch. 744 and Ellis v. Marshall (1895), 64 L.J.Q.B. 757.

Works made in the course of employment. A work made in the course of employment raises some of the most difficult issues in the area of ownership of copyright. This is also the area that is perhaps of greatest importance to teachers who produce materials that are worthy of publication or selling. Although there seems to be no cases in law that are directly involving teachers, there are several which have a bearing on the issue.

The Act provides that employment has an effect on ownership as follows:

> Where the author was in the employment of some other person under a contract of service or apprenticeship and the work was made in the course of his employment by that person, the person by whom the author was employed shall, in the absence of any agreement to the contrary, be the first owner of the copyright; but where the work is an article or other contribution to a newspaper, magazine, or similar periodical, there shall, in the absence of any agreement to the contrary, be deemed to be reserved to the author a right to restrain the publication of the work, otherwise than as part of a newspaper, magazine, or similar periodical. [20]

This section of the Act contains several important points, the first of which creates a difficult problem of application and definition. The phrase "under a contract of service" becomes a two-fold problem, (1) what is a contract of service as opposed to a contract for service, and

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[20] Copyright Act, R.S., C.55, S.1, Sec. 12(3).

(2) when is a person under a contract of service. An accessory question arises from the fact that the copyright vests in the employer only when the work was made "in the course of the authors employment".

The problem of distinguishing a contract of service from a contract for service is essentially one of definition. This problem has been wrestled with on many occasions, and has been found extremely difficult. L. J. Denning observed:

> It is almost impossible to give a precise definition of the distinction. It is often easy to recognize a contract of service when you see it, but difficult to say wherein the difference lies.[21]

Even though the courts have had difficulty in arriving at a precise definition, they have had to come to grips with it and rule on cases which hinged around the question. It should be helpful to the reader to examine at least some of the observations made by judges, and the speculations by writers in the field of law. It should be stressed that it is difficult to generalize and each situation would have to be considered in view of its own merits and facts. Mr. Justice Hilbery applied the so-called "Control Test" when he said:

> The distinction between a contract for services can be summarized in this way: In one case the master can order or require what is to be done, while in the other case he cannot only order or require what is to be done but how it shall be done.[22]

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[21] Stevenson Jordan and Harrison Ltd. v. MacDonald and Evans (1952), T.L.R. 111.

[22] Collins v. Herts County Council (1947), K.B. 615.

This clearly expresses the view that a person under a contract of service is under the control of his employer to the extent that he can be told "how" to do his job. This test has been expressed in another way:

> The conventional test for distinguishing a servant from an independent contractor of -- what amounts to the same thing -- a contract of service from a contract for service is that the employee is a servant if he is subject to the command of the master as to the manner in which he shall do his work.[23]

Perhaps a more useful test is the "Organization Test." This test asks the questions: Was the person a part of his employer's organization? Was his work subject to control as to "when" and "where" rather than "how"? Lord Denning stated it in the following manner:

> A ship's master, a chaffeur, and a reporter on the staff of a newspaper are all employed under a contract of service; but a ship's pilot, a taxi man and a newspaper contributor are employed under a contract for services. One feature which seems to run through the instances is that, under a contract of service a man is employed as part of the business, and his work is done as an integral part of the business; whereas, under a contract for services, his work, although done for the business, is not integrated into it but is only accesory to it.[24]

In view of the foregoing test it would seem that a teacher is employed under a contract of service, and the copyright

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[23] John G. Fleming, The Law of Torts 4th Ed., Melbourne: The Law Book Co. Ltd., 1971, p. 316.

[24] Stevenson Jordan and Harrison Ltd. v. MacDonald and Evans (1952), T.L.R. 111.

of the work produced during the course of his service could well be owned by his employer. However, even though a teacher is employed under a contract of service, it would still have to be determined whether the work was produced "in the course of his employment" as provided for in the Act. In the case of Byrne v. Statist Company [25] a permanently employed member of an editorial staff of a newspaper was specially employed and paid by the proprietors of the newspaper to translate and summarize a speech in a foreign language. The work was done entirely on his own time and independently of his ordinary duties. It was ruled that the ownership of copyright was in the employee not the employer. Lord Denning put it this way:

> When a doctor on staff of a hospital or a master on the staff of a school is employed under a contract of service to give lectures or lessons orally to students. If, for his own convenience, he puts the lectures into writing, then his written work is not done under the contract of service. It is most useful as an accessory to his contracted work, but it is not really part of it. The copyright is in him and not his employers.[26]

Another writer has presented the following examples and his conclusions as to ownership:

> Cases of great difficulty can easily be imagined, e.g. a reporter sent to report a meeting makes caricatures of the speakers, an engineer engaged to collect certain facts embodies those facts in a

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[25] (1914) K.B.D. 622.

[26] Stevenson Jordan and Harrison Ltd. v. MacDonald and Evans (1952), T.L.R. 111.

> scientific article, an architect engaged to restore a building makes sketches worthy of publication. But it is submitted that the copyright in any work vests in the employer only when the employee is definitely employed to produce the work in question, and that the master would have no title in any of these cases.[27]

Subject to policies and contracts of employment, it is entirely possible that a teacher may be owner of copyright in materials produced for use in performing his duties. Moreover, if they are produced on his own time and independently of his contract of service, it is likely that the copyright will subsist in him. Once again, it should note that there is nothing preventing both parties from entering into a private agreement as to the ownership of the copyright in a work.

Important exceptions. There are two important exceptions to the ownership rules to be found in Sections 9 and 10 of the Act. Section 9 deals with photographs and states, in part: "The person who was owner of such negative at the time when such negative was made shall be deemed to be the author of the photograph so derived."[28] Section 10 of the Act refers to records, perforated rolls, and other means by which sound may mechanically by reproduced. It states, in part: "The person who was the owner of such original plate at the time

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[27] Francis Raleigh Bott L.L.M., The Law of Master and Servant, 4th Ed., Both G.B. Sir Isaac Putman and Sons Ltd., 1953, p. 162.

[28] Copyright Act, Sec. 9.

when such plate was made shall be deemed to author of such contrivance."[29] These sections take on even more importance when it becomes clear that video taped materials come under the area of photographs or records and perforated rolls.

Section 12(7) of the Copyright Act is of significance to the author of a work in that it provides for the right to claim authorship and the right to restrain any distortion, mutilation or other modification of a work that would be prejudicial to the authors honor or reputation. These rights are maintained regardless of ownership.

PART 5

CONCLUSION

It should be reiterated that this survey does not purport to supply specific answers to specific problems concerning ownership of copyright. In most cases answers can only be found in the context of specific instances rather than generalizations to be gained from a study of the laws. In fact, in many cases real answers will only be found before the courts.

On the other hand the survey does contain enough information about ownership to enable the reader to dig further into the area of copyright. The survey can also be used by the reader as a base from which to proceed to further examine the many problems inherent in copyright. In particular it should enable the reader to reach some conclusions as to steps that may be taken to prevent some of the problems that can arise. A particularly important fact in this regard is that there is nothing preventing parties from entering into an agreement as to ownership.

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		Abbreviations	Report
British	1.	All E.R.	All England Review
	5.	Q.B.D.	Queen's Bench Division
	4.	L.J.Q.B.	Law Journal Queen's Bench
	6.	T.L.R.	Times Law Reports
	2.	K.B.	King's Bench Reports
	3.	K.B.D.	King's Bench Division

APPENDIX K

Project AIDE

STATEMENT OF INTENT

Project AIDE

STATEMENT OF INTENT

The following excerpt from the original proposal for Project AIDE, developed by E. J. Ingram and J. A. Riffel, outlines the general intent of the undertaking:

> Today, teachers, schools, and school systems are all under pressure from a wide variety of sources to change their mode of operating. At the same time, there is also an increasing emphasis for accountability in all that they do. If these trends are to result in positive educational improvement rather than confusion, frustration, and retrenchment, then assistance must be given educators in finding ways and means of more effectively determining the goals of their operations, of analyzing their existing programs, of searching for and selecting more effective and efficient alternatives to their present programs, of evaluating these alternatives in terms of the goals and then making the necessary changes in their operations. The process of carrying out these functions is to be called "managing change".
>
> General Purpose:
>
> Thus, the general purpose of the project will be to assist educators in improving their skills and mechanisms for "managing change" and to facilitate the development of more adequate "change managing" models. To accommodate this end and to provide some basis for the structuring of effort, we feel that it is advantageous for the project to adopt both a "substantive" and a "process" focus. It is proposed that the theme of "institutional planning" be the "process" focus for the project. Although we propose to leave the substantive focus for decision by the collaborating schools, themes such as "the personalization of education" or "the Humanization of Instruction" would be appropriate.
>
> Specific Purposes:
>
> Some of the more specific purposes of the project include the following:
>
> 1. to create a special system for developing more effective means of managing change and for studying the change

process:

a. To develop organizational mechanisms, both within educational systems and the organizations and agencies working with school systems, for more effectively dealing with change.

b. To isolate the most relevant skills required for system personnel and for other persons working with teachers and systems in managing change, and to develop effective and efficient means of fostering these skills.

2. to create a setting in which educators can share experiences, confront common problems, and develop solutions for them;

3. to assist in the introduction and evaluation of innovative practices in Alberta schools;

4. to improve the existing educational programs in the participating schools and systems.

Expected Outcomes:

The outcomes expected from this project include:

1. Increased knowledge and skill on the part of educators involved in the project, in managing change.

2. Increased knowledge and skill, on the part of the collaborating provincial organizations in assisting educators and educational organizations to manage change.

3. More effective structures and mechanisms for institutional planning in the participating schools and systems.

4. Improved programs in the participating schools.

5. Publications, seminars, conferences, and short courses designed to disseminate the findings and products of the project.

HUMAN RESOURCE INVENTORY

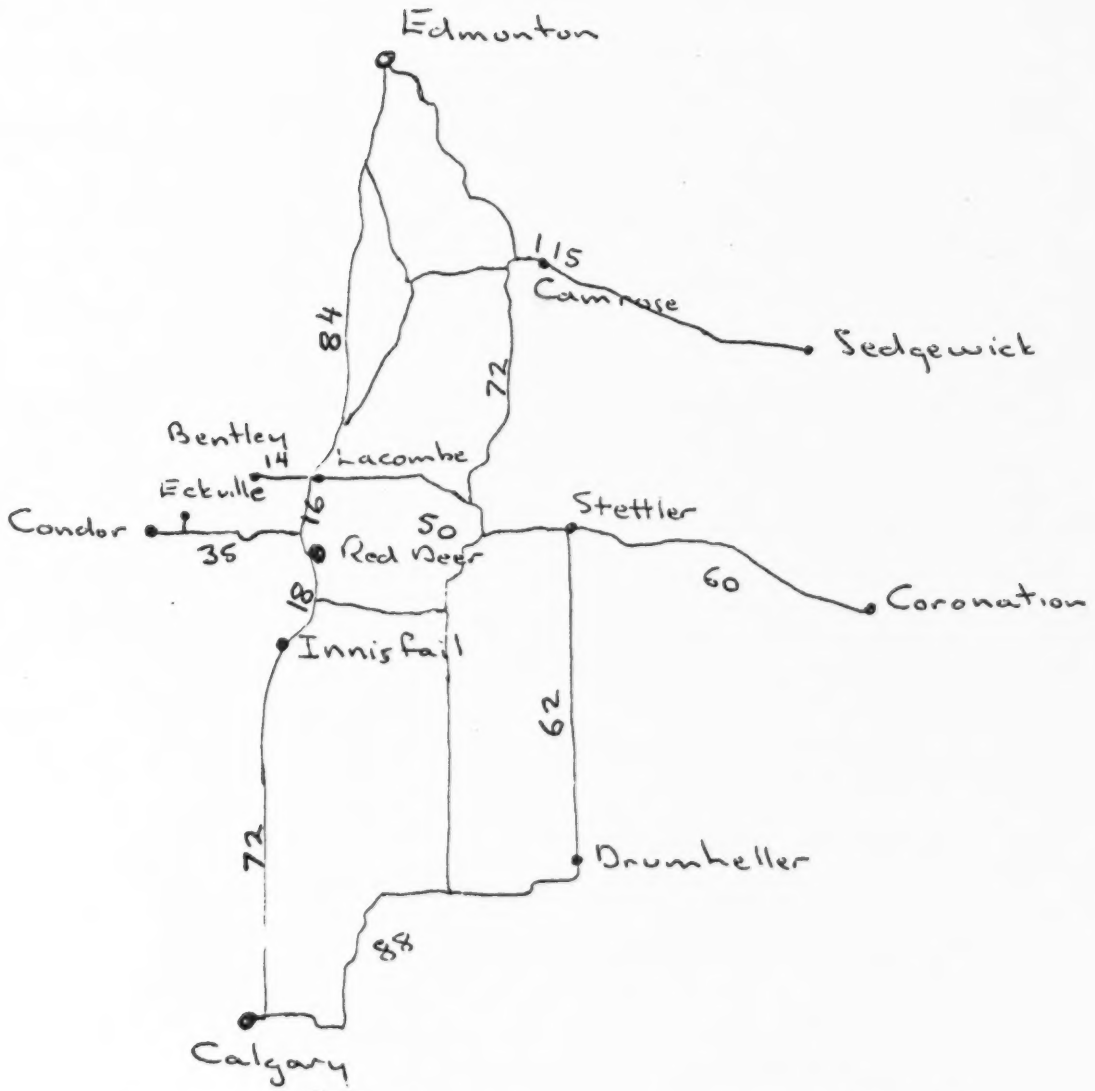
(as of May 1, 1971)

Sponsoring Organization	Individuals Participating	Possible Functions*	Possible 210 days	Possible Time Allotment AIDE	SEARCH
Human Resources Research Council	Roberts	ACTIF	160	80?	80?
	Whyte	ATMIF	210	105?	105?
	Ingram	TIF			
	Riffel	TF			
	Lederer	F			
	Consultants	TF	80	25	55
Department of Education	Bacon	TMIF	170 (from Aug. 1)	170	
	Torgunrud	TF			
Alberta School Trustees Association	Tymko	TIF	70	70	
Alberta Teachers' Association	Hrynyk	TIF			
Drumheller Valley #62	Little	MIF			
County of Red Deer #23	Stein	MIF			
County of Flagstaff #29	Pinchbeck	MIF			
Stettler District #1475	Clark	MIF			
Rocky Mountain #15	?	MIF			
County of Paintearth #18	?	MIF			

#Function Code

Administration - A
Coordination - C
Training - T
Monitoring - M
Initiation - I
Info input - F

GEOGRAPHY OF AIDE



Calgary to:		Red Deer to:		Edmonton to	
Drumheller	88 mi.	Drumheller	116 mi	Sedgewick	115 mi
Innisfail	72 mi	Innisfail	18 mi	Stettler	134 mi
Condor	125 mi	Condor	35 mi	Coronation	194 mi
Red Deer	90 mi	Stettler	66 mi	Red Deer	100 mi
		Coronation	125 mi		
		Sedgewick	130 mi		

Staff Interpretation of Objectives

1. Skill Development Function

   a. Managing Change (School and System Level)

      - Goal determination
      - Analysis of present program
      - Problem determination and priority setting
      - Selection of alternatives (assessment of available resources)
      - Evaluation of "innovation"

   b. Corporate Skills (ASTA - ATA - Department - Regional Offices)

      - Support skills

   c. Planning Skills

      - For Principals (schools)
      - For local systems
      - For supporting corporate bodies

2. Actioneering Functions

   - Constraint testing
   - Reconnaissance
   - Action initiation

3. Monitoring Functions

   - Documentation - case study and log book
   - Evaluation

4. Development Function

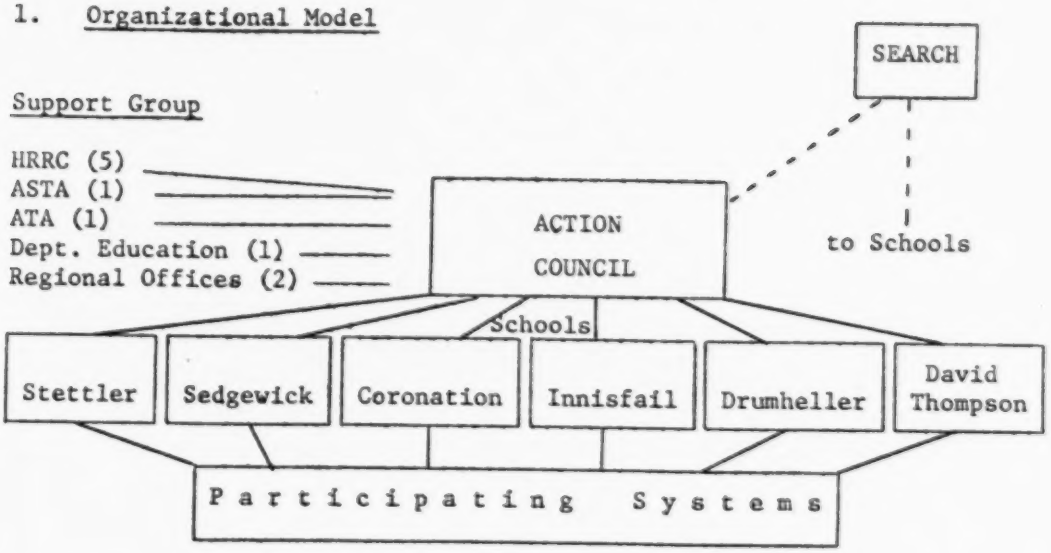
   - Tools, strategies, etc., for use by "others"

5. Dissemination Functions

   - Workshops
   - Seminars
   - Conferences

Available Resources

1. Organizational Model



APPENDIX L

A PROPOSAL TO REVISE THE OPERATIONAL FORMAT OF PROJECT AIDE

June 22, 1971

A PROPOSAL TO REVISE THE OPERATIONAL FORMAT OF PROJECT AIDE

Assessment of the Present Situation

At the time of writing, only two jurisdictions have formally accepted the invitation to participate in Project AIDE. They are the County of Stettler No. 6 and the Drumheller School Division No. 62. Two other jurisdictions, Rocky Mountain School Division No. 15 and the County of Paintearth No. 18 (in possible combination with the Neutral Hills School Division No. 16) are still possible participants but definite indication of their involvement has yet to be received. At best, the Association for Innovation and Development in Education (AIDE) could have a membership of four systems and, at worst, only two systems.

At the same time, considerable resources are available to the Project. It is fairly certain that there will be a service equivalent of about three full-time persons, along with normal supporting services, available to the undertaking. In addition, the Association has access to a number of individuals capable of contributing a wide range of expertise. There is little doubt that the resources presently available can provide adequate support for more participating systems than are now involved or are likely to be involved in the near future.

To make full use of the available resources and to achieve any significant payoff for those organizations supporting the endeavor, some definitive actions needs to be taken soon. There appears to be three major possibilities open with regard to the future of the Project. The first would be to terminate the endeavor. This option, in my opinion, should be considered only if all systems that have indicated an interest

change their position and withdraw from the Association. Commitments have been made by and to persons and organizations and termination of the Project would threaten the well-being of individuals and would raise, in the minds of many, serious questions about the credibility and viability of HRRC.

A second possibility would be to move to entice systems outside the central Alberta geographic region to take part. It is probable that such an endeavor would be successful. However, to extend the geographic coverage of AIDE would be an unwise move at this time. To extend the geographic boundaries beyond those fixed by the present participating systems would increase substantially the expenditures of time, energy, and money for travel purposes. Such an increase would have minimal payoff for anyone. In addition, it would be difficult to involve other systems prior to the month of October, for obvious reasons. Such a delay would impede the progress of those already committed to the Project. This second alternative should be considered only as a last resort.

A third possibility is to make adjustments to the present format of AIDE. The original intent was to involve only a single high school from each of the participating systems. More schools could be involved by drawing into the Project more than a single school in one or more of the committed jurisdictions. Such a change, in addition to increasing the number of participating principals, would enable different organizational schemes for developmental work at the local system level to be designed, tested, and assessed. Such a revision should increase both the scope and the impact of AIDE, with little or no increase in the investments of the participating groups. Present budget allocations for AIDE should cover

such an extension. Therefore, the focus of this proposal will be on the third alternative.

Statement of Intent

It is intended to revise the operational format of Project AIDE by involving in the Project all of the principals and the superintendent on one of the already committed systems; specifically, the Drumheller School Division. To this end, an exploratory meeting was held with Mr. Len Harding, Superintendent, on June 14, 1971. At that time, he indicated considerable enthusiasm for the idea.

Specifics of the Revision

It is anticipated that:

1. The principals of all the schools within the Drumheller Division (one senior high, one junior high, two elementary) and the superintendent, or his designee, will be organized into a planning body for the system.
2. This body will be known as the Education Planning Advisory Group (EPAG) and will function in an advisory capacity to the Board of Trustees.
3. At least one member of the Board will be named as a liaison member of the EPAG.
4. The principal of the senior high school will be the system's representative on the Action Council of Project AIDE.

Anticipated Role of the EPAG

1. To conduct activities related to the development of short, intermediate

and long range plans for the servicing of the educational and related social needs of persons living within the boundaries of the Drumheller Valley School Division.

2. To make recommendations to the Board of Trustees regarding the future development of the local educational enterprise.
3. To determine individual, group, and system capabilities required for the satisfactory execution of the planning function at the local level and to relay its findings to the Action Council of Project AIDE.

Anticipated Role of Project AIDE Staff

1. To support and facilitate the work of the EPAG to the full extent of the resources available.
2. To monitor and assess the functioning of the Group and to provide appropriate reports to HRRC personnel.

Implementation Plan

To implement the proposed revision, it is necessary to obtain:

1. From E. J. Ingram, Associate Director, HRRC, permission to change the present operational format of Project AIDE.
2. From the Board of Trustees, Drumheller School Division, permission to establish the Education Planning Advisory Group.

The required permission to move ahead must be obtained by the end of June, 1971, if the proposed activity is to be launched in the first month of the next school year.

Required Resources

1. School System

   a) Time for school principals to participate in EPAG activities. It is anticipated that the Group will meet at least one full day once a month during the school year.

   b) Funding for reference materials.

   c) Funding for travel.

   d) Space for meetings and related work sessions.

2. HRRC and Project AIDE Staff

   a) Time for AIDE staff to participate in EPAG meetings and related work sessions.

   b) Funding for travel related to above.

   c) Funding for normal support activity as may be required.

Resource Sources

It is anticipated that all of the needed resources are available within the present operational budgets of the Division and HRRC. Some budgetary realignments might be required but the nature of such are not known at the present time.

Possibility of Extension of the Revised Format

If it is deemed advisable and provided that there is a real interest on the part of other participating jurisdictions, a similar type of operational structure might be possible in one other system this coming year. My choice would be to attempt such an undertaking in a system that is less centralized than the Drumheller operation. The County of Paintearth and/or the Neutral Hills Division might be such a location. If the

operational mode proves to be worthy of expansion after one year of operation, AIDE might be expanded to bring in an urban system where testing could be done in a more complex setting.

APPENDIX M

A PROPOSAL TO ESTABLISH AN EDUCATION PLANNING ADVISORY GROUP

June 22, 1971

A PROPOSAL TO ESTABLISH AN EDUCATION PLANNING ADVISORY GROUP

Recent developments regarding Project AIDE have prompted the serious consideration of the possible extension of local AIDE activity. On June 14, 1971, Murray Hoke, Gerry Sacher, and Len Harding met with two members of Project AIDE staff, Glyn Roberts and Hal Whyte, to explore some possibilities for the coming school year. The following proposal is the result of that meeting and is presented to the Board for consideration.

Proposed Action

To establish an Education Planning Advisory Group (EPAG) for the Drumheller School Division for the school year 1971-72.

Purposes

The purposes for establishing a planning group such as the EPAG would be:

1. To assist in the development of short, intermediate, and long range plans for the servicing of educational and related social needs of persons resident within the boundaries of the Division.
2. To provide the members of the group an opportunity to increase their skills and capabilities regarding the planning process.
3. To assess:
   a) The extent to which such a planning group might increase the functional effectiveness of the system.
   b) Some of the problems related to the operation of a planning group that involves all levels of the educational endeavor.

Proposed Structure of the EPAG

It is anticipated that:

1. The membership of the EPAG will consist of:
   a) Principals of all elementary, junior high, and senior high schools in the Drumheller Division.
   b) The Superintendent of Schools, or his designee.
   c) One member of the Board of Trustees.
2. The principal of the senior high school will be the system's representative on the Action Council of Project AIDE.
3. The Chairman of the EPAG will be the Superintendent or his designee.
4. Members of Project AIDE staff will not be voting members of the EPAG but will serve in a support capacity to facilitate the work of the group to the full extent of the resources available for such a person.

Some Operational Guidelines

It is proposed that:

1. The EPAG will meet for at least one full day each month of the school year (July and August excepted).
2. The Superintendent will maintain such authority and responsibility as is normally expected of him by the Board of Trustees.
3. The member of the Board of Trustees assigned as its representative on the EPAG will serve primarily in a liaison capacity.
4. The EPAG will serve only in an advisory capacity to the Board of Trustees.
5. Project AIDE staff will monitor and assess the functioning of the EPAG and provide appropriate reports to HRRC personnel.

Required Resources

It is anticipated that the following resources will be required of the Drumheller School Division:

1. Time for the membership to participate in EPAG activities. It is proposed that the group will meet at least one school day each month of the school year.
2. Funding for incidental reference materials, membership travel, and the like.
3. Adequate provision for space for meetings and related work sessions.

Resource Sources

It is anticipated that all of the required resources can be made available within the present operational budgets of the Division. Some budgetary re-alignments might be required but the exact nature of such are not known at the present time.

Implementation of the Proposal

For this proposal to be implemented early in the school year 1971-72, it is necessary that the following actions be undertaken in the very near future:

1. That the Board of Trustees approve the establishment of the EPAG.
2. That a request for the support of Project AIDE staff be directed to appropriate HRRC officials.